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ABSTRACT

Written to teach deaf students skills in food services, this guide and the two related documents (see note) present practical skills needed to work in a school dining room setting serving approximately two hundred students and faculty. Eleven units are included, with each unit containing from three to eleven lessons. Each lesson includes an objective, information about the subject of the lesson, vocabulary, an assignment, and illustrations. Units cover the following areas: orientation to the food service worker, dining room instructions, kitchen instructions, safety rules, food portioning practices, meal service practices, the use and care of equipment, special helps for food preparation, dessert preparation, salad preparation, and sandwich preparation. An achievement test for each unit is appended. (SH)

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ED145258

State of New Jersey
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FOOD SERVICE

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FOREWORD

This book has been written for the purpose of teaching deaf students skills in food services. The particular needs of this group of deaf students necessitate the great simplicity of this book. A picture, in this case, is worth many words. These students depend upon illustrations and demonstrations for the major part of their learning.

This book is not intended to be used alone. It must be supported by visual aids and demonstrations. Most important, it must be used as a tool to aid the student as he gains practical experience. These students must be shown how a job is to be done correctly; then the students must be allowed to repeatedly perform the task themselves.

The material has been compiled in an orderly sequence. However, the lessons do not have to be taught in this order. The scheduling of practical skills will determine the order in which the material is to be taught. It is written to be used in a school dining room serving two hundred students and faculty at the noon meal. The full-time students are in class 5½ hours a day, 5 days a week. Their major responsibilities are in the dining room area. They must set up tables; in certain cases, prepare some foods; and portion salads and desserts. They are responsible for serving the noon meal and preparing the dining room for the evening meal.

I wish to thank the Hobart Manufacturing Company for its kind cooperation in permitting me to use its pictures of large equipment.

BARBARA K. FURNEISEN

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UNIT I - THE FOOD SERVICE WORKER

The Work of a Food Service Worker Lesson 1

OBJECTIVE: To see what work a Food Service Worker must do.

INFORMATION:

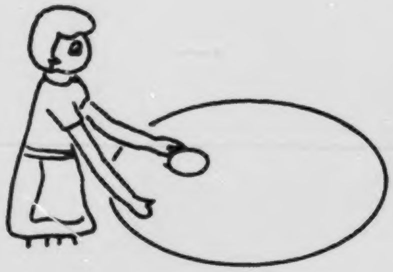
The Food Service Worker is very important. Everyone needs to eat. Someone must make the food and serve the food. This is the work of the Food Service Worker.

To make food ready for people to eat is to PREPARE food. You will help to prepare food. You will put food in dishes. The place where food is prepared is the KITCHEN.

To put food on the table for someone to eat is to SERVE food. You will serve food to people when they are ready to eat. The place where food is served and eaten is the DINING ROOM.

7

The Food Service Worker also sets tables. Each table must look neat. Be sure everything is on the tables.



When everyone is done eating, the Food Service Worker takes the dirty dishes off the tables. Then the tables must be washed and dried.

VOCABULARY:

prepare (pri pãr')	-	to make food ready for people to eat.
kitchen (kich' ən)	-	a place where food is cooked.
serve (sėrv)	-	to put food on the table for someone to eat.
dining room (dīn' ing rüm)	-	a place where food is served and eaten.

ASSIGNMENT:

1. The ________________________ helps make and serve food.
2. To put food on the table for someone to eat is to __________ food.
3. To prepare food means to ________ food ________ to eat.
4. Where is food prepared? ________________
5. Where is food served and eaten? __________________

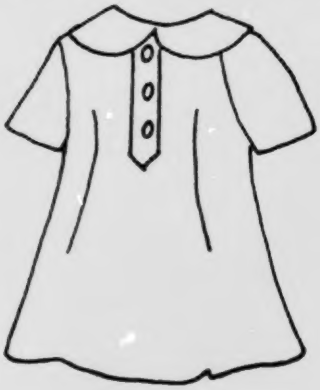
UNIT I - THE FOOD SERVICE WORKER

Rules a Food Service Worker Follows — Lesson 2

OBJECTIVE: To learn the rules all Food Service Workers must follow.

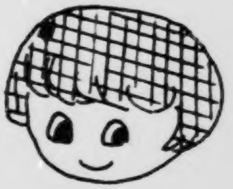
INFORMATION:

All Food Service Workers must be very clean and neat. There are certain rules you must follow.



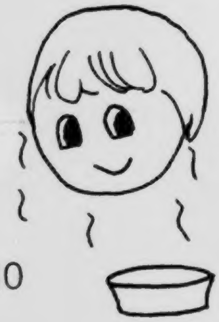
Before you start working, you must put on a clean UNIFORM. A uniform is a dress you wear only at work. You must be certain it is clean and neat.

Always hang up your other clothes. You will have a certain place to keep your clothes.



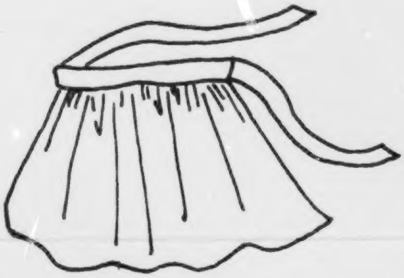
YES

You must wear a HAIRNET. A hairnet is a net you wear over your hair. It will keep your hair from falling in the food.



NO

You should wear a clean APRON every day. If your apron gets dirty, you should put on a clean one. An apron helps keep your uniform clean.



VOCABULARY:

uniform (ū' nə fôrm) - a dress you wear only at work.

hairnet (hãr' net) - a net you wear over your hair.

apron (ā' prən) - something you wear over your uniform to keep it clean.

ASSIGNMENT:

1. What is the name of the dress you wear only at work?

2. What is a hairnet?

3. Can you wear a uniform two days, if you were neat and clean the first day?

4. What do you wear to keep your uniform clean?

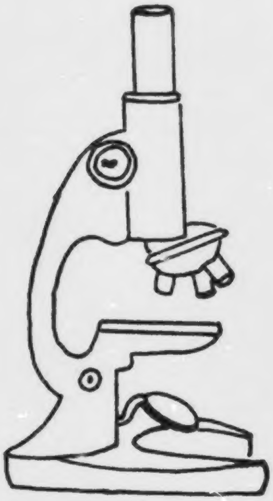
UNIT I - THE FOOD SERVICE WORKER

A Clean Food Service Worker Lesson 3

OBJECTIVE: To learn why it is important to be a clean Food Service Worker.

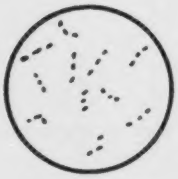
INFORMATION:

BACTERIA is another name for GERMS. We all know that germs can make you sick. We know that dirty things have germs (bacteria) on them.

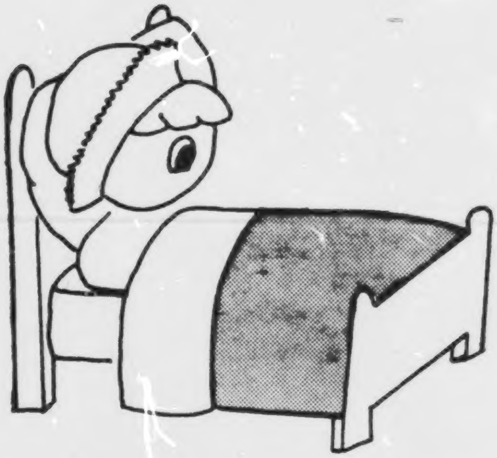


BACTERIA are very small. We cannot see bacteria on things. To see them we must use a MICROSCOPE.

Bacteria look like this, when we see them with a microscope.



Bacteria can make people very sick. Every Food Service Worker must be clean himself. Then he will not SPREAD bacteria to other people. To spread means to pass something from one place to another.



VOCABULARY:

germ (jėrm) - a very small plant or animal. It is so small it cannot be seen with your eyes.

bacteria (bak tēr' i ə) - another name for germs.

microscope (mī' krə skōp) - a tool used to see very, very small things you cannot see with your eyes.

spread (spred) - to carry from one place to another.

ASSIGNMENT:

1. ________________ is another name for germs.

2. Bacteria can make people ____________.

3. To see bacteria, you must use a ____________.

4. You must be ____________, then you will not spread bacteria to other people.

UNIT I - THE FOOD SERVICE WORKER

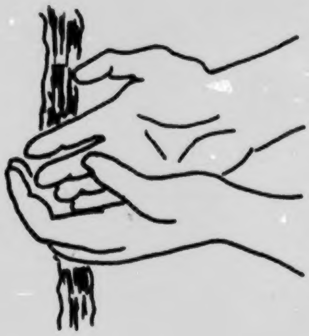
How to Wash Your Hands — Lesson 4

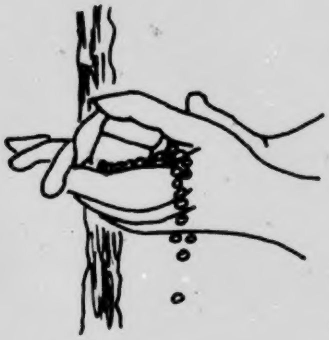
OBJECTIVE: To learn how to wash your hands before you start to work.

INFORMATION:

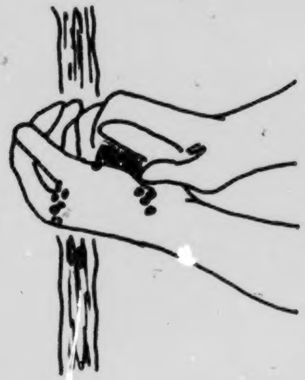
You must have clean hands. You will be touching food as you work. Other people will eat the food you touch. Your hands must always be very clean. Before you start working, you should wash your hands like this.

1. Wet your hands. Use very hot water.





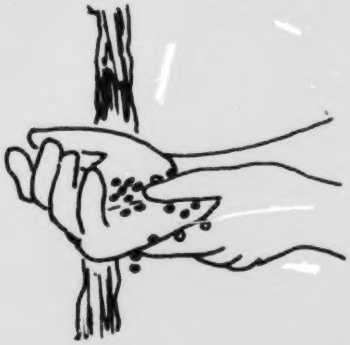
2. Rub soap on your hands. Be sure to get soap under your fingernails and between your fingers.

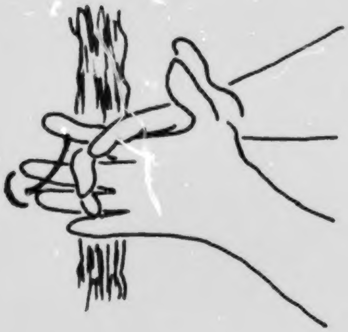


3. Use running water. DO NOT fill the sink with water.
4. Use a brush to clean spots that do not come off.

5. Rub your hands together and around and around.

6. Wash all the way up to your elbows.

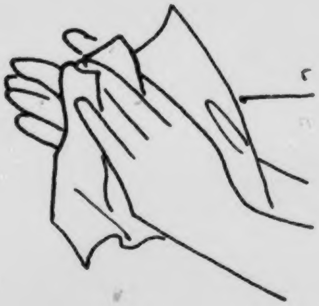




7. Put your fingers together and rub up and down.

8. RINSE your hands well.

9. Dry your hands with a paper towel.



VOCABULARY:

how (hou) - in what way you do something.

rinse (rins) - to wash with water but no soap.

ASSIGNMENT:

1. Why must you have clean hands?

2. Should you use cold or hot water to wash your hands?

3. Do not fill the sink with water. Use ________ water.

4. What kind of towel should you use?

UNIT I - THE FOOD SERVICE WORKER

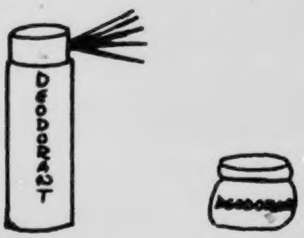
Personal Cleanliness Lesson 5

OBJECTIVE: To learn how to be a clean Food Service Worker.

INFORMATION:

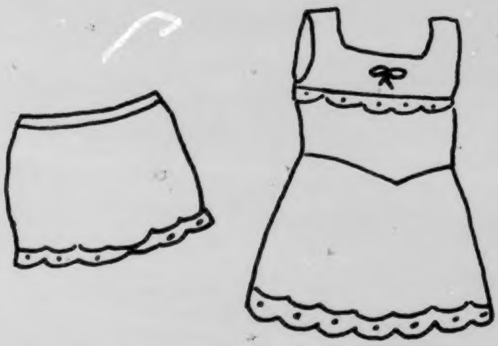
PERSONAL CLEANLINESS means to be clean yourself. All Food Service Workers must be clean. To be clean we must follow certain rules.

Take a bath every day.

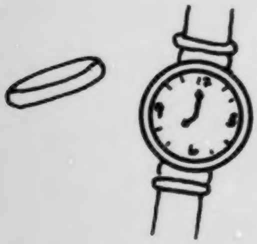


Use a DEODORANT.

Wear clean UNDERCLOTHES.

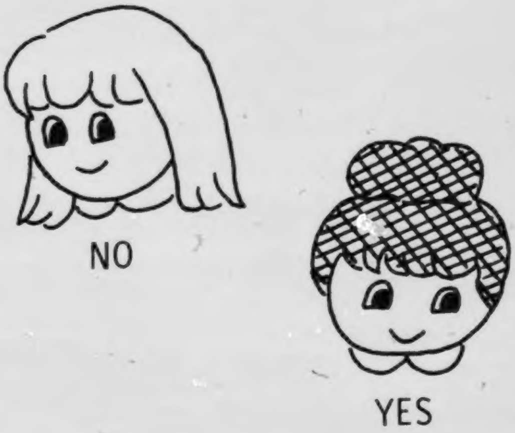


Always be sure your hands and fingernails are clean. Your fingernails should be medium-long. Do not wear fingernail polish.



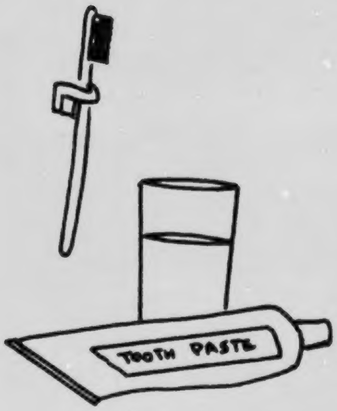
You may wear a watch and wedding ring. Do not wear any other JEWELRY.

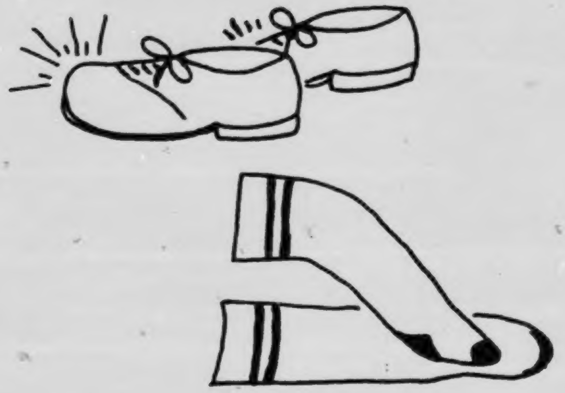
Your hair should be clean. It should not touch the collar on your uniform. Always wear a hairnet.



POSTURE is the way you stand. Always stand up straight and tall. You will look better. You will feel better.

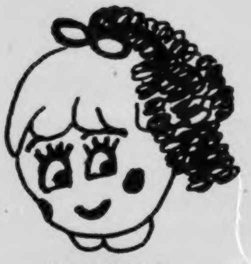
Brush your teeth at least two times every day. A bright smile and clean breath are important.





Your shoes should be clean and polished. Shoes should have low heels. You will walk and stand all day. Your shoes should not hurt your feet. You must always wear STOCKINGS.

Wear a little MAKEUP. Powder and lipstick are fine. Other makeup is not made to be worn in a warm kitchen.



WRONG

VOCABULARY:

personal (pèr' sən əl)	-	for you yourself.
cleanliness (klen' li nis)	-	being clean.
deodorant (dē ō' dər ənt)	-	a spray or cream used to stop body odor (bad smell).
underclothes (un' dər klōz)	-	clothes you wear under your dress or uniform.
medium (mēd i əm)	-	not very long and not very short -- in the middle.
posture (pos' chər)	-	the way you stand or sit.
polish (pol' ish)	-	to make shiny.
stockings (stok' ingz)	-	clothes for your feet and legs.
makeup (māk' up)	-	powder, lipstick, and other things you put on your face.

ASSIGNMENT:

1. What does personal cleanliness mean?

2. When should you take a bath?

3. Your fingernails should be ________ long.

4. What should you wear on long hair?

5. Do you need to wear stockings?

6. Should you wear much jewelry and makeup at work?

UNIT I - THE FOOD SERVICE WORKER

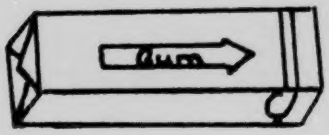
The Food Service Worker Stops the Spread of Bacteria — Lesson 6

OBJECTIVE: To learn how Food Service Workers can stop the spread of bacteria.

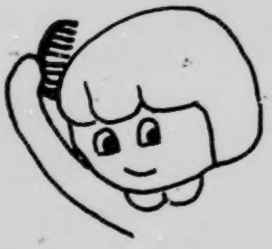
INFORMATION:

To spread bacteria is to pass it to someone else. We must stop the spread of bacteria.

No smoking or chewing gum while working.



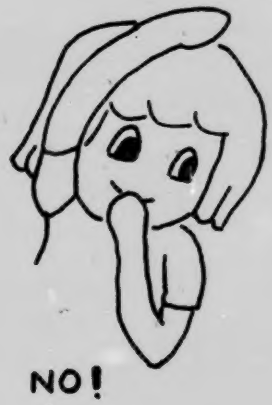
NO!



NO!

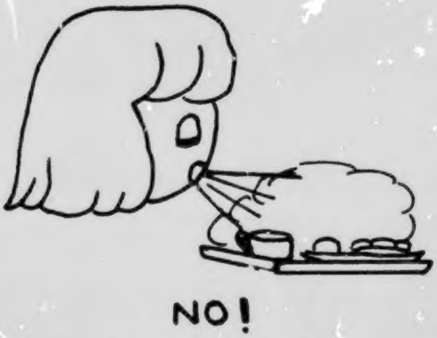
Never comb your hair in the kitchen or dining room.

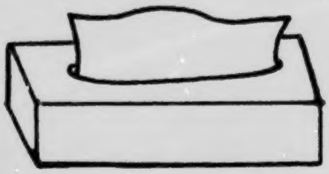
Do not touch your mouth, nose, or hair, and then touch food.



NO!

Never cough (kôf) or sneeze over the food.





Use a paper tissue to catch that cough or sneeze.

VOCABULARY:

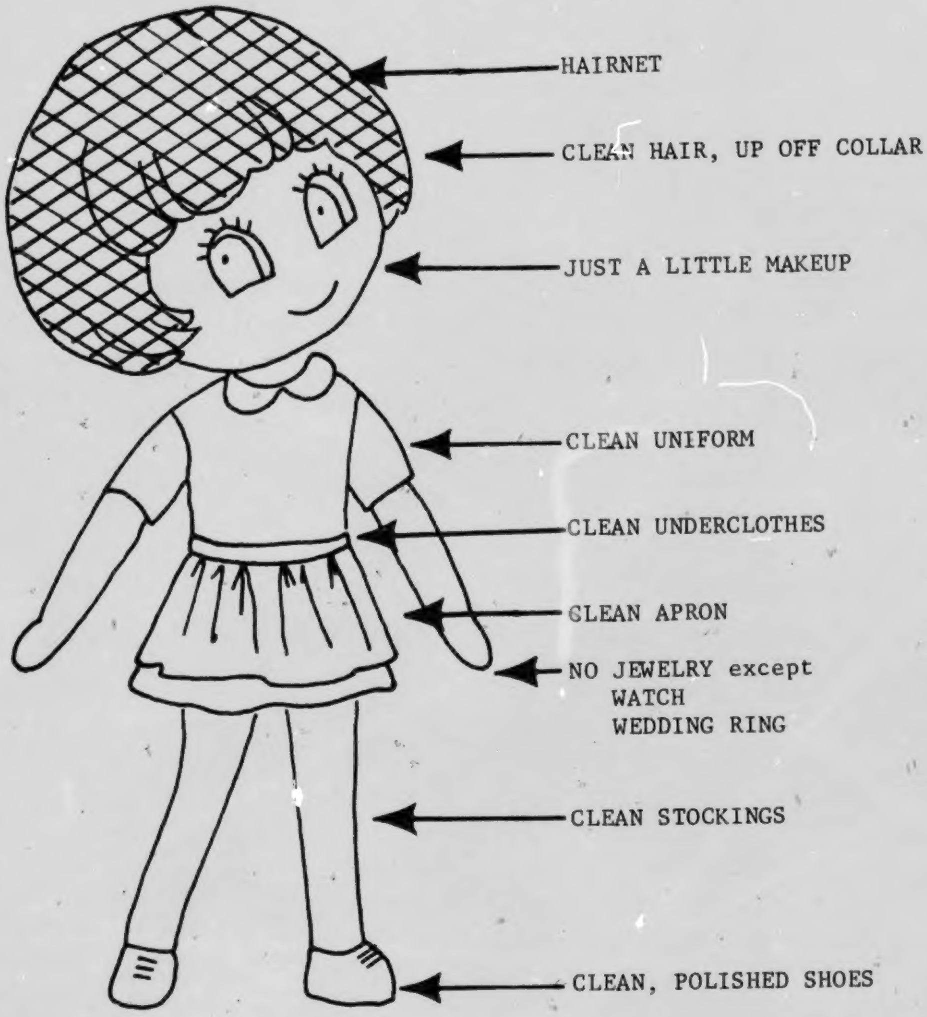
tissue (tish' ü) - a very thin paper.

ASSIGNMENT:

True or False

1. _____ It is all right to chew gum while you are working.
2. _____ You may comb your hair in the kitchen.
3. _____ You may touch your hair in the kitchen.
4. _____ You can sneeze over food.
5. _____ You should always use a paper tissue when you cough or sneeze.
6. _____ Coughing does not spread germs.

A NEAT, CLEAN FOOD SERVICE WORKER


HAIRNET
CLEAN HAIR, UP OFF COLLAR
JUST A LITTLE MAKEUP
CLEAN UNIFORM
CLEAN UNDERCLOTHES
CLEAN APRON
NO JEWELRY except
WATCH
WEDDING RING
CLEAN STOCKINGS
CLEAN, POLISHED SHOES

UNIT II - THE DINING ROOM

Things We Use to Set the Table   Lesson 1

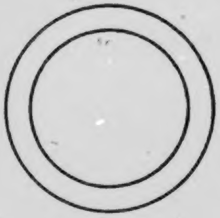
OBJECTIVE: To learn the names of dishes and glassware we use to set the table.

INFORMATION:

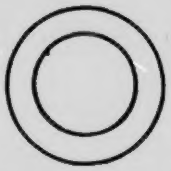
We must know the names of dishes we will use to set the table. We will find all the dishes in the kitchen. We must bring them to the dining room.

When we talk about dishes, we mean all the plates, cups, bowls, and platters used at the table.

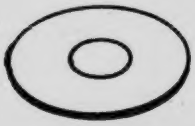
Let's look at different kinds of dishes we will use.



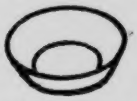
Dinner Plate
(din' ər plāt)



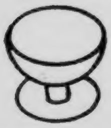
Bread and Butter Plate
(bred - but' ər plāt)
or
Salad Plate
(sal' əd plāt)



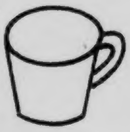
Saucer
(sô' sər)



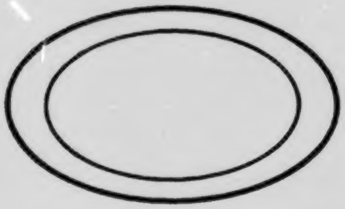
Dessert Dish (di zėrt' dish)
or
Vegetable Dish (vej' tə bl dish)



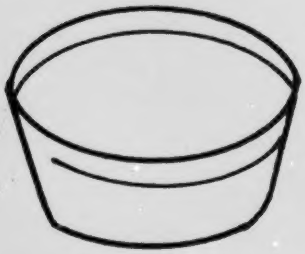
Sherbet Dish
(shėr' bət dish)



Cup
(kup)

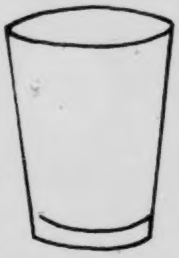


Platter
(plat' ər)

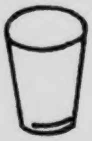


Bowl
(bōl)

GLASSWARE is all the glasses used at the table. We use two kinds of glassware. Glassware is kept in the kitchen. It must be brought into the dining room.



Milk or Water Glass
(milk - wô' tər glas)



Juice Glass
(jüs glas)

VOCABULARY:

glassware (glas' wãr) - all the glasses used at the table.

ASSIGNMENT:

1. The ____________ plate is used for eating meat and potatoes at the table.
2. A ____________ is used to serve meat.
3. A ____________ glass is smaller than a ____________ glass.
4. ____________ is another name for all the glasses used at the table.

UNIT II - THE DINING ROOM

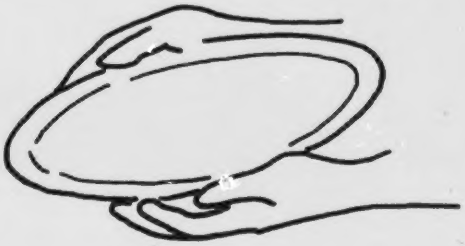
Holding Dishes and Glassware — Lesson 2

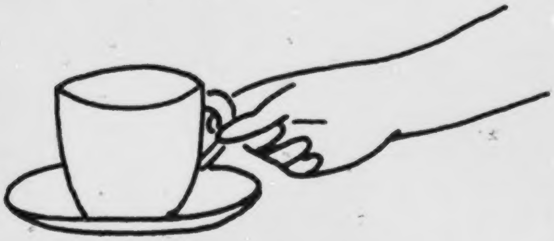
OBJECTIVE: To learn how to hold dishes and glassware.

INFORMATION:

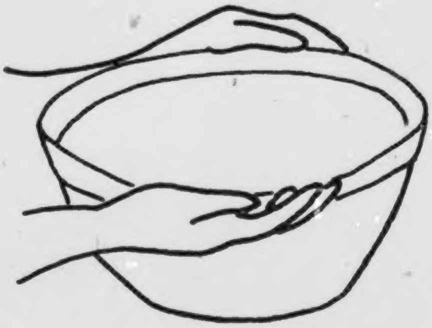
There are certain ways to pick up dishes and glassware. You must learn the rules. These rules are important. You must follow these rules to keep the dishes and glassware clean. Then you will not spread germs.

1. Hold plates and platters by the sides. Do not put your thumb on the plate or platter.

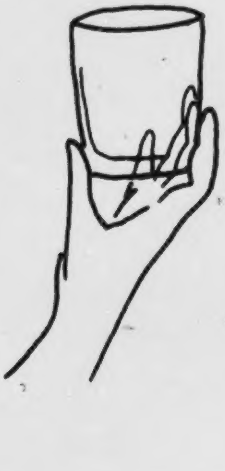




2. Pick up cups by the HANDLES. Never put your fingers inside the cup.



3. Hold bowls by the sides. Keep your fingers out of the bowl.



4. Carry glassware by the bottom. Never stack glasses. Never hold glasses by the top EDGES. Someone will put the top edge in his mouth to drink from the glass.

VOCABULARY:

handle (han' dl) - the part that sticks out so you can hold something; to handle is to hold or touch or feel something.

stack (stak) - put one thing on top of another.

edge (ej) - the place where [illegible] thing ends.

ASSIGNMENT:

1. Why must you follow rules to keep dishes and glassware clean?

2. How do you hold plates and platters?

3. How do you hold cups?

4. How do you carry glassware?

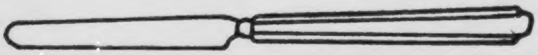
Flatware Lesson 3

OBJECTIVE: To learn about flatware.

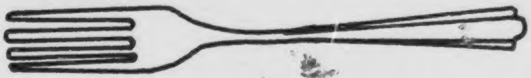
INFORMATION:

FLATWARE is another name for all knives, forks, and spoons used on the table. Flatware is sometimes called SILVERWARE or silver. All the flatware is stored in the kitchen.

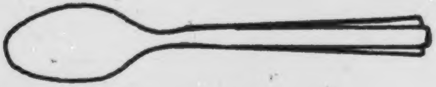
Let's look at each piece of flatware.



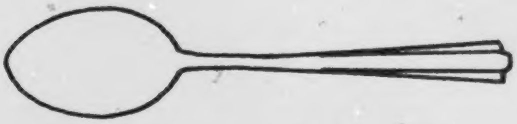
Knife
(nīf)



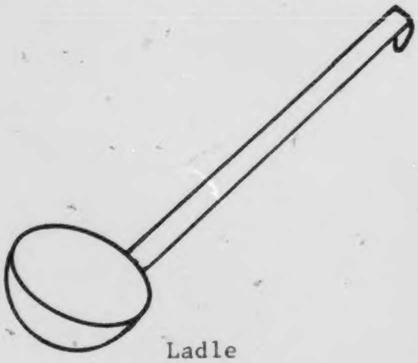
Dinner Fork
(din' ər fôrk)



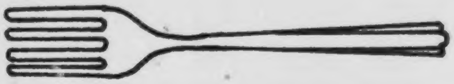
Teaspoon
(tē' spün)



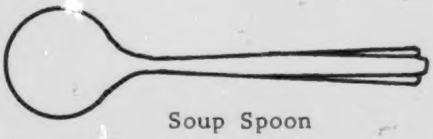
Tablespoon (tā' bl spün)
or
Serving Spoon (sėrv' ing spün)



Ladle
(lā' dl)



Salad Fork
(sal' əd fôrk)
or
Dessert Fork
(di zėrt fôrk)



Soup Spoon
(süp spün)

VOCABULARY:

flatware (flat' wãr) - all the knives, forks, and spoons used at the table.

silverware (sil' vər wãr) - another name for flatware.

ASSIGNMENT:

1. The ____________ fork is used to eat the main part of a meal.

2. The ____________ is another name for a serving spoon.

3. A ____________ is used to serve soup.

4. ____________ is all the knives, forks, and spoons used at the table.

5. Flatware is sometimes called ____________.

UNIT II - THE DINING ROOM

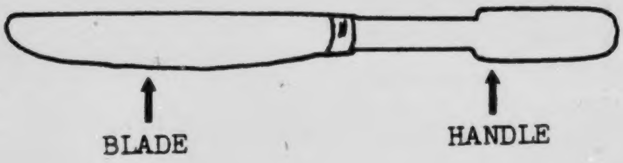
Holding Flatware — Lesson 4

OBJECTIVE: To learn how to hold flatware.

INFORMATION:

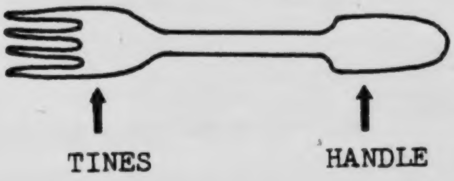
Before, you learned to hold dishes and glassware. Now you must learn to hold flatware.

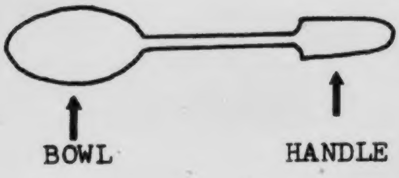
1. Always hold flatware by the HANDLES. Never pick up flatware by the part that goes in the mouth.



2. Knives have a BLADE. The blade does the cutting. The handle is the part of the knife you hold. Always hold it by the handle. Never touch the blade.

3. The part of the fork that you put in your mouth is the TINES. Never hold the fork by the tines. Always hold it by the handle.





4. The part of the spoon that holds the food is the BOWL. Always hold spoons by the handles.

VOCABULARY:

handle (han' dl) - the part of flatware that you hold in your hand.

blade (blād) - the part of a knife that cuts the food.

tines (tīnz) - the part of a fork you use to put food in your mouth.

bowl (bōl) - the round part of a spoon that carries the food.

ASSIGNMENT:

1. The part of a knife is used for cutting is the ____________.
2. The tines are the part of a ____________ used to pick up food.
3. The ____________ is the round part of a spoon used to carry food.
4. The parts of flatware which you may touch are the ____________.

UNIT II - THE DINING ROOM

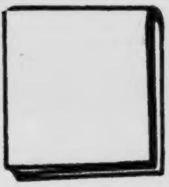
Napkins Lesson 5

OBJECTIVE: To learn about napkins used on the table.

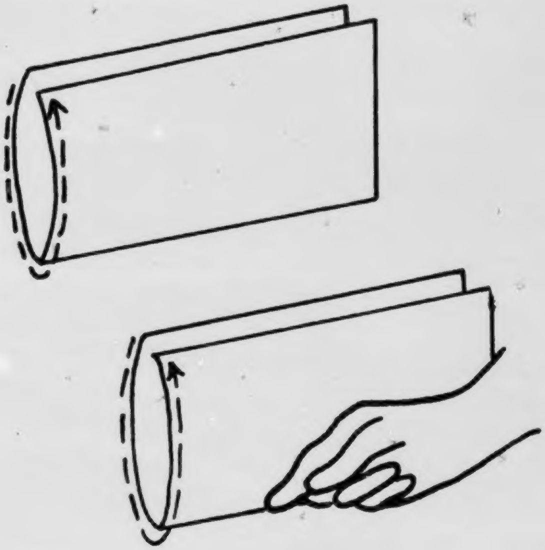
INFORMATION:

A NAPKIN is a piece of paper or cloth used to keep your mouth clean when you are eating.

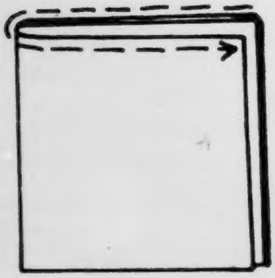
Cloth napkins look like this when they are folded.



We must learn to FOLD cloth napkins. They must look very neat.

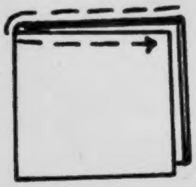


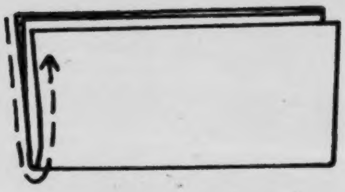
1. First fold the big square napkin in half. Be sure all edges are EVEN. Press along the fold with your hand. This makes it very flat.



2. Then fold the napkin in half again and press with your hand. Now you have a smaller square.

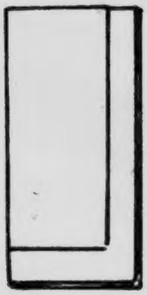
3. Fold the smaller square in half. Smooth the fold with your hand.

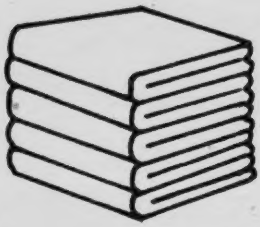




4. Fold this in half again. Now you have a small, neat napkin.

5. Place 20 napkins in a STACK. All folded edges must be even. Napkins are STORED in CUPBOARDS in the dining room.





Paper napkins do not need to be folded. They are ready to put on the table without folding.

VOCABULARY:

napkin (nap' kin)	-	a piece of paper or cloth you use to keep your mouth clean while you eat.
fold (fōld)	-	to lay one part over another.
neat (nēt)	-	smooth and clean and even.
even (ē' vən)	-	together all the way; keeping the same way.
stack (stak)	-	a pile with one thing on top of another.
store (stôr)	-	to put away until it is needed.
cupboard (kub' ərd)	-	a closet or cabinet with shelves in it.

ASSIGNMENT:

1. ____________ napkins must be folded before you put them on the table.

2. All ____________ must be even when you fold napkins.

3. ____________ napkins are thrown away after they have been used.

4. You use napkins to ______________________________________.

UNIT II - THE DINING ROOM

The Menu

Lesson 6

OBJECTIVE: To learn about the menu.

INFORMATION:

The MENU is a list of foods to be served at one meal. The menu is placed on the BULLETIN BOARD in the kitchen.

You must look at the menu for each meal. Before you start setting the tables, you must know what is on the menu for the meal. Then you will know what dishes, glassware, flatware, and napkins to use.

A menu looks like this.

Tuesday, May 7

Breakfast

Orange Juice
Oatmeal
Scrambled Eggs
Crisp Bacon
Toast - Butter - Jelly
Milk Coffee

Dinner

Roast Beef with Gravy
Mashed Potatoes
Sliced Carrots
Bread - Butter
Jello with Cream
Milk Coffee

Supper

Hamburger with Roll
Catsup
French Fries
Chilled Apricots with Cookies
Milk Coffee

VOCABULARY:

menu (men' ū) - a list of foods to be served at one meal.

bulletin board (bu̇l' ə tən) - a special place on a wall to hold papers for everyone to look at.

breakfast (brek' fəst) - the meal you eat in the morning.

lunch (lunch) - a light meal you eat at noon.

supper (sup' ər) - a light meal you eat in the evening.

dinner (din' ər) - the biggest meal of the day.

ASSIGNMENT:

1. The __________ is a list of foods to be served at each meal.

2. The foods on the menu tell you what __________, __________, and __________ you need to set the table.

3. The meal you eat in the morning is __________.

4. A light meal you eat in the evening is __________.

5. A light meal you eat at noon is __________.

6. __________ is the biggest meal of the day.

UNIT II - THE DINING ROOM

The Work Schedule — Lesson 7

OBJECTIVE: To learn about the work schedule.

INFORMATION:

Before you start working, you must know what you are going to do. The WORK SCHEDULE tells you what work you are to do. You must look at the work schedule before you start working each day.

The work schedule lists all the work that must be done. In front of each job you will see the name of the worker who must do the job.

The work schedule looks like this:

Work Schedule - Friday, May 10

Mary - Clean and fill sugar bowls and salt-pepper shakers.
Jane - Cut and portion butter.
Sue - Portion jelly.
Pat
Judy - Set the tables for lunch.
Ann

Lunch Service:

Jane - Serve the class.
Judy - Serve the officers.
Sue
Mary - Portion bread and place it on the tables.
Ann - Place the meat on the carts for service.
Sue - Place vegetable on the carts for service.
Mary - Place potato on the carts for service.
Jane
Ann - Serve the Girls' side of dining room.
Sue
Mary - Serve the Boys' side of dining room.
Judy - Pick up used serving dishes and left-over foods.
Serve dessert on Girls' side.
Crumb tables, when dining room is cleared.
Jane
Ann - Wash the tables.
Sue
Mary - Dry the tables.
All - Reset the tables for supper.

VOCABULARY:

schedule (skej' ül) - a list.

work schedule (wėrk skej' ül) - a list of work that must be done and who will do each job.

job (job) - some part of the work that must be done.

portion (pôr' shən) - to divide food into parts; to put food into dishes for each person.

crumb (krum) - to clean up bits of food and crumbs left on table.

ASSIGNMENT:

1. How do you know what work you are to do?

2. When must you look at the work schedule?

3. The work schedule tells you two things.

   a. It lists all the ______________________________.

   b. It tells the name of the worker who ______________

   ______________________.

UNIT II - THE DINING ROOM

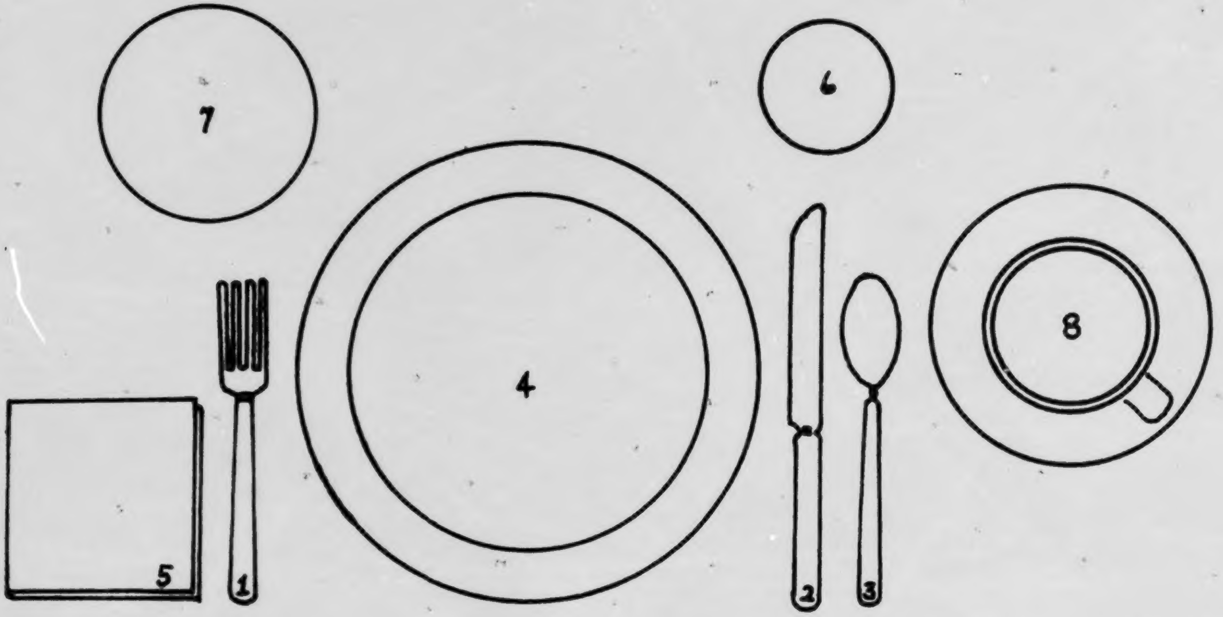
OBJECTIVE: To learn about the cover.

INFORMATION:

You have learned about the dishes, glassware, flatware, and napkins used to set the tables. You have learned about the menu and the work schedule. Now you must learn how to set the table.

All the flatware, dishes, glassware, and napkins used by one person at the table is the COVER. Each cover will look the same for one meal. Each cover must be neat.

The cover may look like this:



1.	Fork	5.	Napkin
2.	Knife	6.	Water Glass
3.	Teaspoon	7.	Bread & Butter Plate
4.	Dinner Plate	8.	Cup & Saucer

VOCABULARY:

cover (kuv' ər) - all the dishes, glassware, flatware, and napkin used by one person at the table.

ASSIGNMENT:

1. What is the cover?

2. Name some things you put at each cover.

UNIT II - THE DINING ROOM

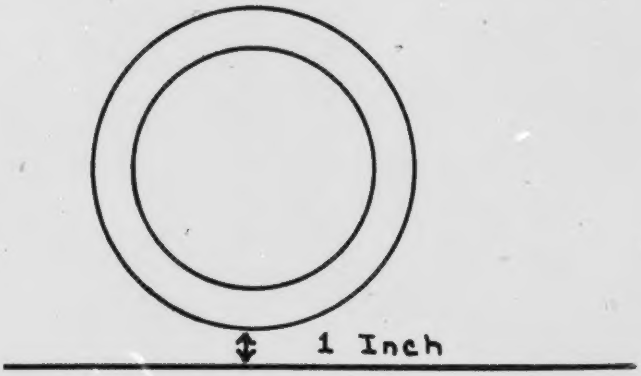
How To Set Each Cover Lesson 9

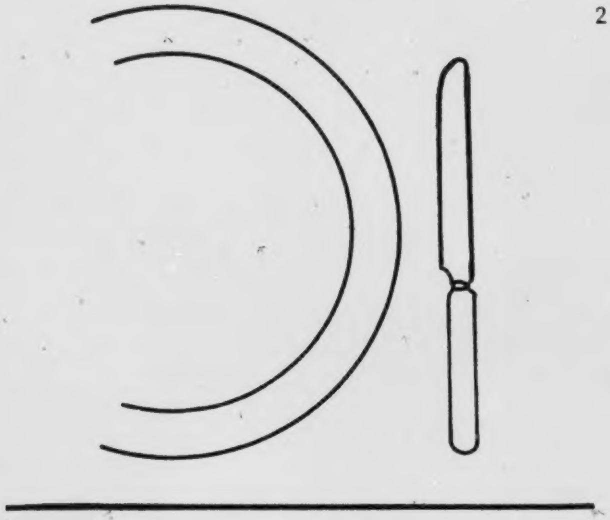
OBJECTIVE: To learn where the dishes, glassware, and flatware should be placed at each cover.

INFORMATION:

Now you will learn where each thing is placed at each cover.

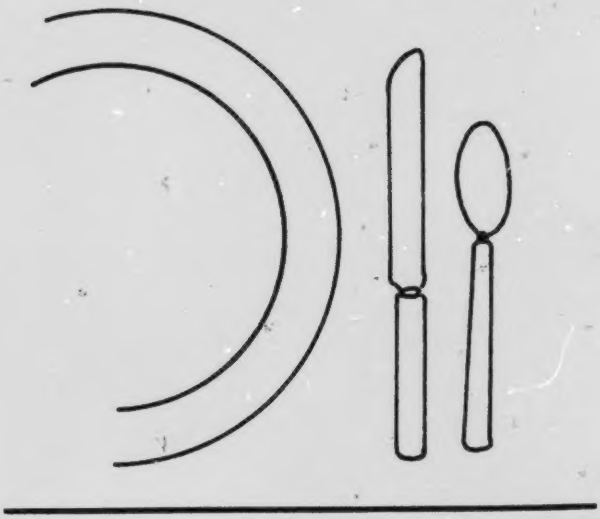
1. The dinner plate is placed one inch from the edge of the table.

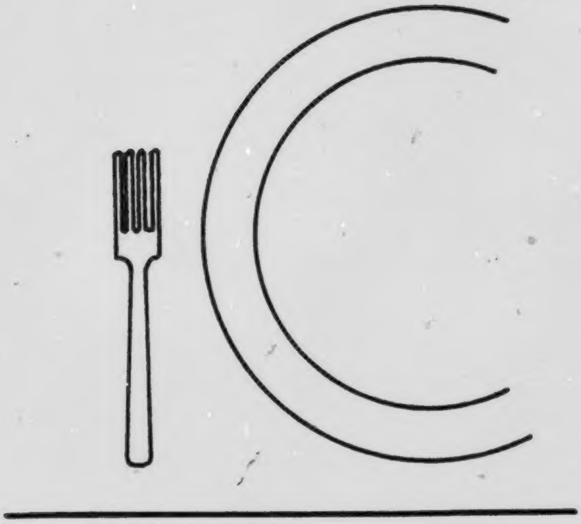




2. The knife is placed at the right of the dinner plate. The sharp edge of the blade is placed TOWARD the plate. The knife is also one inch from the edge of the table.

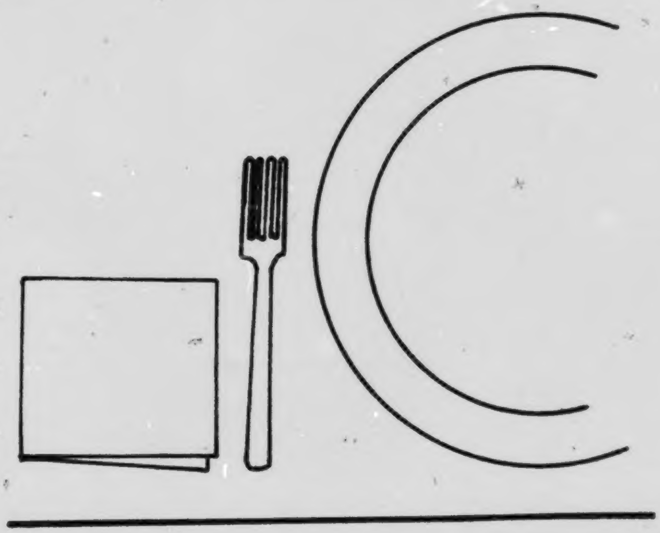
3. The teaspoon is placed at the right of the knife. It is one inch from the edge of the table.



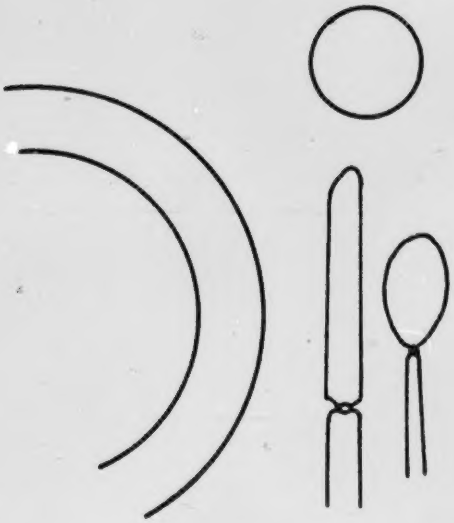


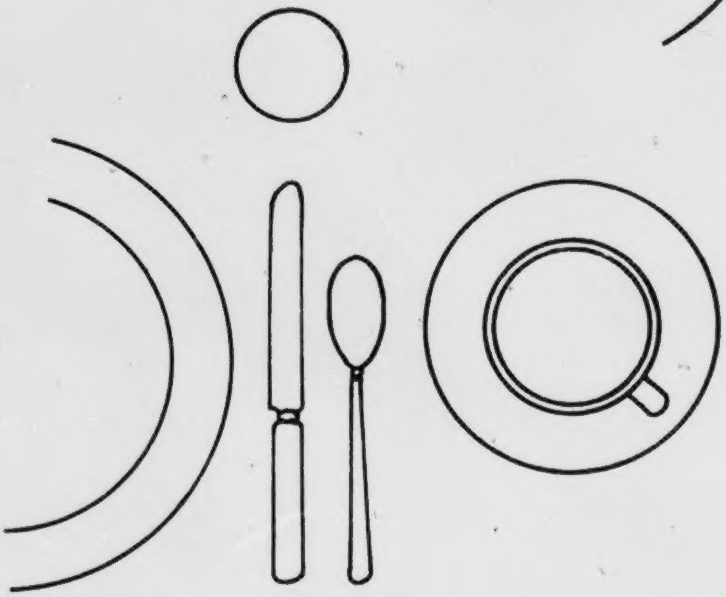
4. The fork is placed at the left of the dinner plate. It is one inch from the edge of the table. Be sure the tines of the fork are turned up.

5. The napkin is placed at the left of the fork. The open corner of the napkin should be placed at the lower right and about one inch from the edge of the table.



6. The water or milk glass goes at the top of the knife. Leave a one-inch space between the knife and the glass.



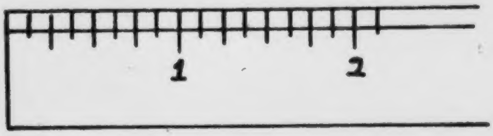


7. The cup and saucer should be put at the right of the teaspoon. The cup should be even with the bowl of the spoon. The handle of the cup should turn toward the edge of the table just a little.

VOCABULARY:

place (plās) - to put something in the right way.

inch (inch) - a certain space.



toward (tôrd) - near or facing something.

ASSIGNMENT:

1. How far from the edge of the table should the dinner plate and flatware be placed?

2. How should a napkin be put on the table?

3. On what side of the dinner plate do you put the knife and the teaspoon?

4. Where do you put the glass?

5. Are cups and saucers placed near the teaspoon or near the fork?

Setting Many Tables — Lesson 10

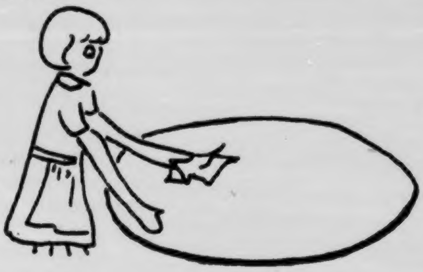
OBJECTIVE: To learn how to set many tables in a big dining room.

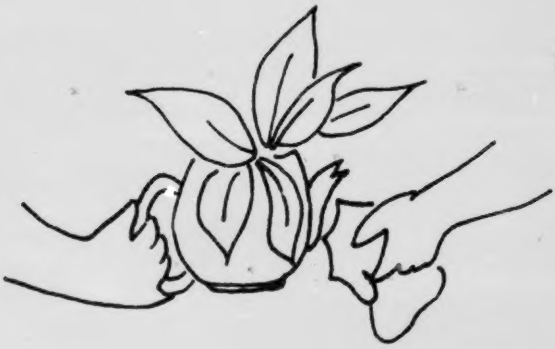
INFORMATION:

At home you set one table. At work you must set many tables. You must learn to set tables QUICKLY and very neatly.

You will SAVE time and steps if you follow these rules.

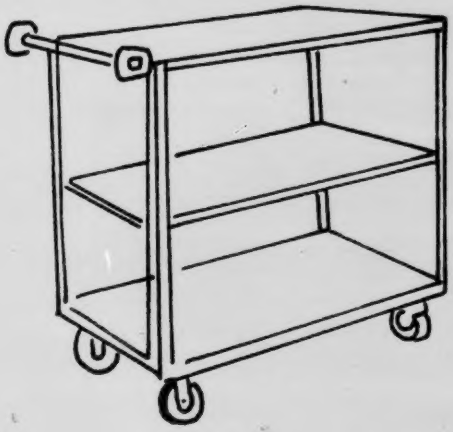
1. Check the tables to be certain they are clean.



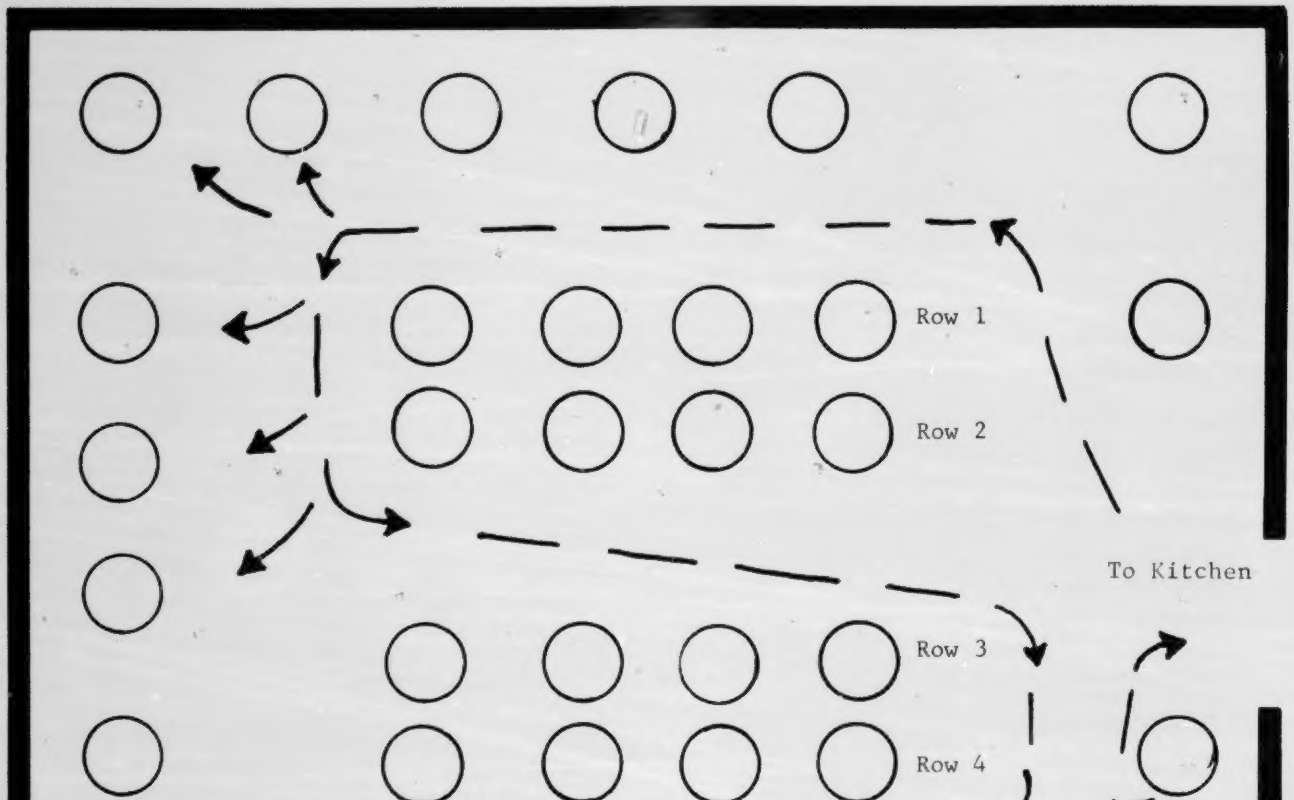


2. Each table has a CENTERPIECE. This is something placed in the center of the table to make it look nice. Use a damp cloth to wipe any spots from each centerpiece. Dry each centerpiece after you have cleaned it.

3. Place all the dishes you will need to set the tables, on a large CART. A cart is a table on wheels used to carry things. We will use a cart to save time. We will not need to walk so much.



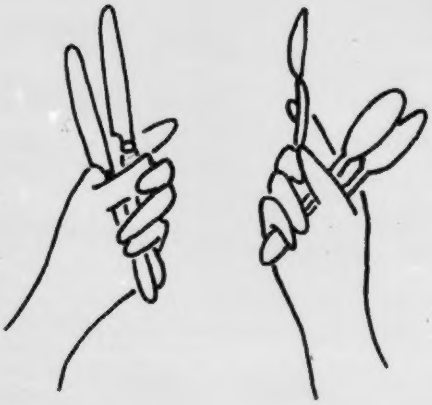
4. Begin at one end of the dining room. Place all the dishes that will be needed for the next meal on each table. Do each table in Row 1 before going to Row 2. Do all tables in Row 2 and 3 at the same time. Then set Rows 4 and 5. Last, set Rows 6 and 7.

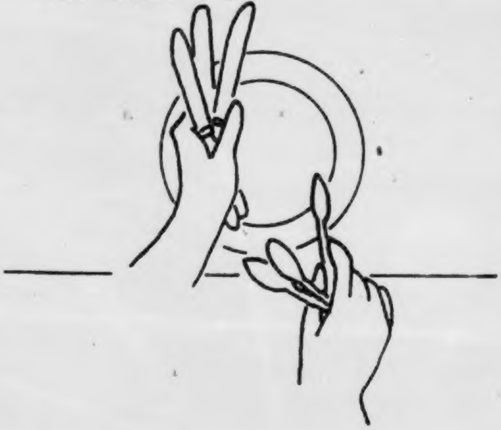

Row 1
Row 2
To Kitchen
Row 3
Row 4
Row 5
Row 6
Row 7

Now there are dishes on all the tables. Take the EXTRA dishes to the kitchen. Place all these dishes in the PROPER CABINETS. Cabinets are closets with shelves in them. Food and things used in the dining room are kept in cabinets.

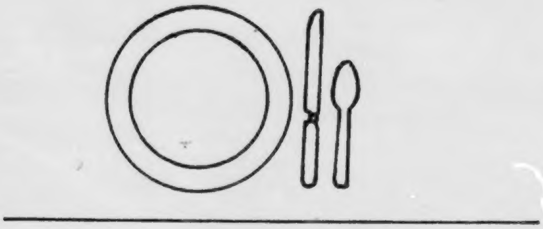
5. Place all the flatware you will need on a cart. Take the cart to the dining room.
6. Place all the napkins you will need on the cart with the flatware.
7. Now place all the flatware and napkins at each cover. Begin at Row 1 as you did before.

Always use both hands. Do not LAY all the teaspoons then all the knives. Hold teaspoons in your right hand and knives in your left hand.

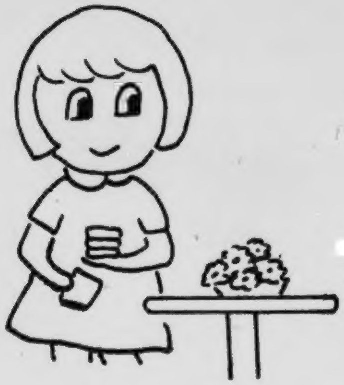




Now lay both pieces of flatware at the same time. In this way, you will walk less. You will also save time.



Hold a stack of napkins on your arm. Walk around each table. Place each napkin in its proper place.



Put all extra flatware and napkins in the proper cabinets.

8. Now place all the glassware you will need on the cart.

9. Begin at Row 1. Place the glassware at each cover.

At times more than one worker will set the tables. This will be very fast. One worker will put dishes on each table. Another worker will place flatware at each cover. A third worker will place napkins at each table. Each worker will have certain things to place at each table.

VOCABULARY:

quickly (kwik' li)	-	fast.
save (sāv)	-	to not use too much of something; to not waste something.
centerpiece (sen' tər pēs')	-	something placed in the center (middle) of a dining table to make it look nice.
cart (kärt)	-	a table on wheels; it is used to carry things.
extra (eks' trə)	-	more than you need; left over.
proper (prop' ər)	-	right, correct; not wrong.
cabinet (kab' ə nit)	-	a closet with shelves in it. Food and things used in the dining room are kept in a cabinet.
lay (lā)	-	to set down.

ASSIGNMENT:

1. What is a cart?

2. Where should you start setting the tables?

3. Do you use one or two hands to lay flatware?

4. Where do you put extra dishes, flatware, napkins, and glassware?

5. Why should each worker place a different thing on the tables?

UNIT II - THE DINING ROOM

Working in the Dining Room Lesson 11

OBJECTIVE: To learn things we must remember when working in the dining room.

INFORMATION:

We will be setting tables and doing other work in the dining room. We will be very busy. There are some things we must remember.

1. STRAIGHTEN the chairs. Do not bump or scratch the tables with the chairs.
2. Move the carts CAREFULLY. Do not bump FURNITURE or other people with the carts.
3. Keep the cart near the place you are working.
4. Do not walk more than you need to. This takes too much time. It also makes you tired.
5. Do not WASTE time looking around or talking to others.

VOCABULARY:

straighten (strāt' ən) - to put things right.

carefully (kã̆r' fəl i) - watching what you are doing, so you will not get hurt.

furniture (fėr' nə chər) - tables and chairs and other things we need to sit on and work on.

waste (wāst) - to make poor use of.

ASSIGNMENT:

1. What does "carefully" mean?

2. Why must you move carts carefully?

3. Why should you keep the cart near the place you are working?

4. Why should you not look around or talk to others while you work?

UNIT III - THE KITCHEN

The Work — Lesson 1

OBJECTIVE: To learn what work to do in the kitchen.

INFORMATION:

The kitchen is the place to prepare the food. In the kitchen, food is made ready for people to eat.

The Food Service Worker helps the COOK prepare food. The cook is the person in the kitchen who prepares all meats, vegetables, and other foods. The Food Service Worker puts food in dishes. To put food into dishes to serve in the dining room is to PORTION food.

There are many foods. Each food is portioned a certain way. Later we will learn what TOOLS and dishes we use to portion food.

VOCABULARY:

cook (kuk) - the person in the kitchen who prepares all meats, vegetables, and other foods.

portion (pôr' shən) - to put food into dishes to be served in the dining room.

tool (tül) - a thing you use in doing work. Large spoons, scoops, and ladles are kitchen tools.

ASSIGNMENT:

1. What work does a Food Service Worker do in the kitchen?

2. What work does a Cook do?

3. What does "portion" mean?

4. What are tools?

5. Name some kitchen tools.

UNIT III - THE KITCHEN

Kinds of Foods Lesson 2

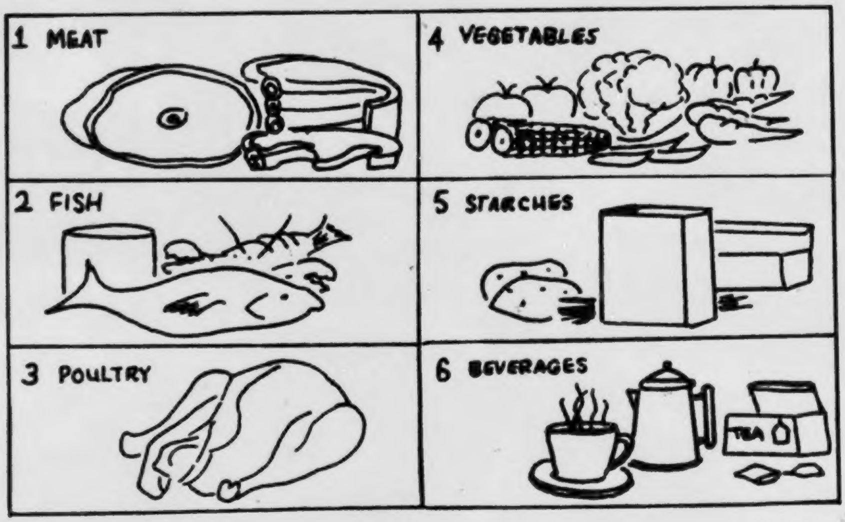
OBJECTIVE: To learn about kinds of food.

INFORMATION:

We will work with two kinds of food in Food Service. One is hot food. The other is cold food.

Hot food is prepared by the Cook. The Food Service Worker helps the Cook prepare hot food. The Food Service Worker portions hot food and serves it to the people.

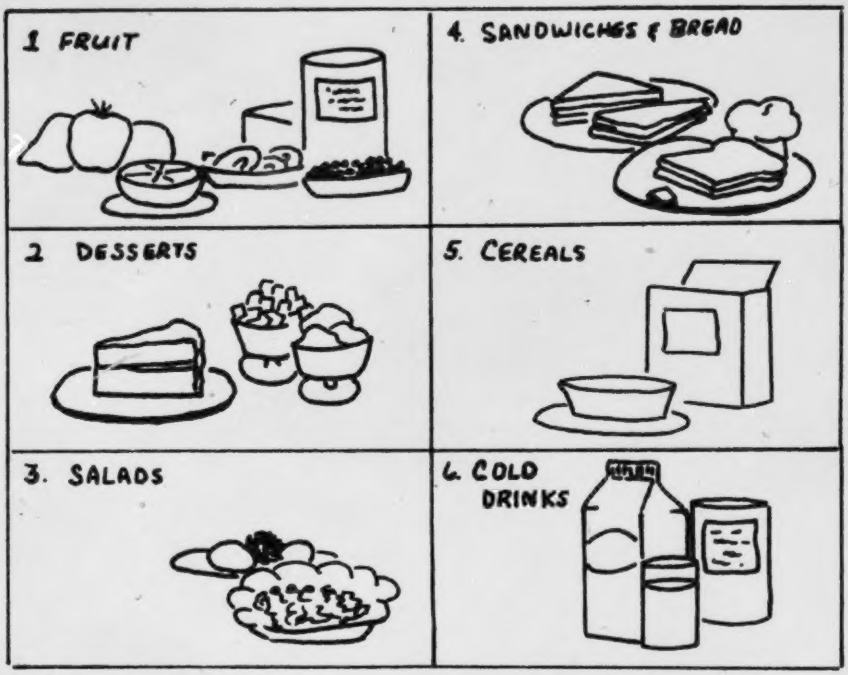
Hot foods are:


1 MEAT
4 VEGETABLES
2 FISH
5 STARCHES
3 POULTRY
6 BEVERAGES
TEA

Hot foods must be kept in places where they will stay warm. They should be served hot.

Cold foods may be prepared by the Cook or the Food Service Worker. Cold foods do not need to be heated.

Some cold foods are:


1 FRUIT
4. SANDWICHES & BREAD
2 DESSERTS
5. CEREALS
3. SALADS
6. COLD DRINKS

Some cold foods must be placed in a refrigerator or freezer. Some cold foods may be kept at room temperature.

VOCABULARY:

heat (hēt)	-	to make something warm or hot.
starches (stärch' əs)	-	foods like potatoes, noodles, and rice.
poultry (pōl' tri)	-	foods like chicken and turkey.
refrigerator (ri frij' ər ā tər)	-	a box to keep things cold.
freezer (frēz' ər)	-	a box that keeps food so cold that the food becomes hard.
temperature (tem' pər ə chər)	-	how hot or how cold something is.

ASSIGNMENT:

1. Name the two kinds of food.

2. Name some hot foods.

3. Name some cold foods.

4. What does "to heat" mean?

5. What is room temperature?

UNIT III - THE KITCHEN

Equipment — Lesson 3

OBJECTIVE: To learn about the equipment in the kitchen.

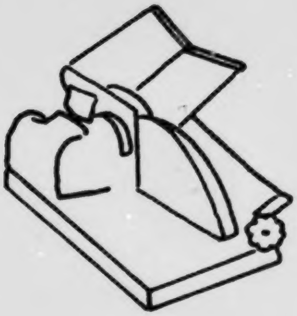
INFORMATION:

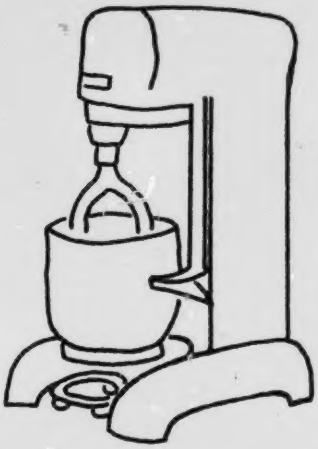
To do your work in the kitchen you need to use special machines and tools. EQUIPMENT is the machines and tools you use to do work.

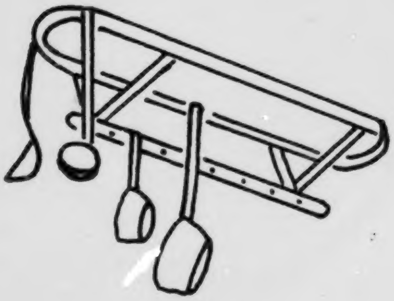
There are two kinds of equipment.

1. LARGE EQUIPMENT

These are machines that make work easier for you.







2. SMALL EQUIPMENT

These are tools you use to do work in the kitchen. Some tools hang above the Cook's table. Some are in the drawer of the Cook's table.

VOCABULARY:

equipment (i kwip' mənt) - machines and tools you use to do your work.

machine (mə shēn') - something that has different parts, and the parts act together to do work for us.

ASSIGNMENT:

1. The machines and tools you use to do work in the kitchen are called ______________.
2. Machines you use to make your work easier are called ______________ equipment.
3. Tools you use to do your work are called ______________ equipment.
4. Some tools ___________ above the Cook's table.
5. Some tools are in a ___________.

UNIT IV - SAFETY

About Safety — Lesson 1

OBJECTIVE: To learn safety rules we must remember.

INFORMATION:

Safety is not getting hurt. For safety you must be careful for yourself and others while you work. Safety is a very important part of your work. Be careful at all times.

Many workers have been hurt. They did not think about safety. Wet floors, hot stoves, sharp knives, and broken glass are some of the dangers in the kitchen.

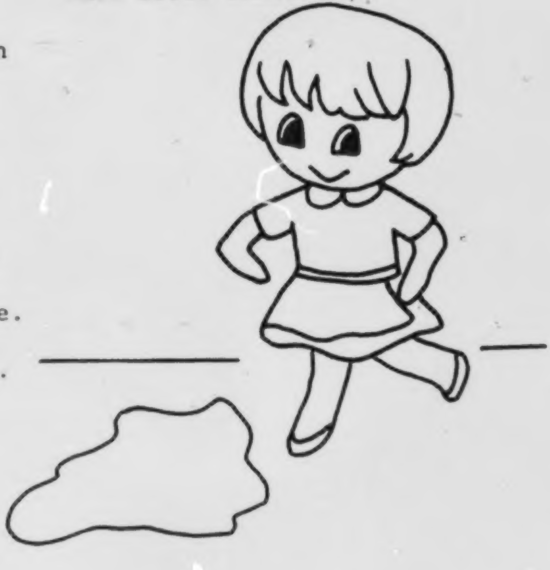
Think about safety and remember:

1. If you are tired, you may not be a safe worker. You should get lots of sleep before you come to work.

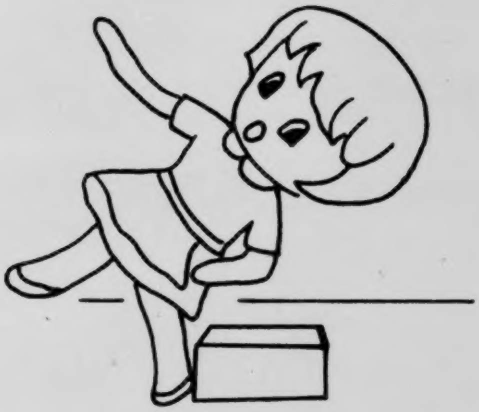
2. Know what you are to do. Know how you are to do your work. Do not guess! Ask if you do not know about something.

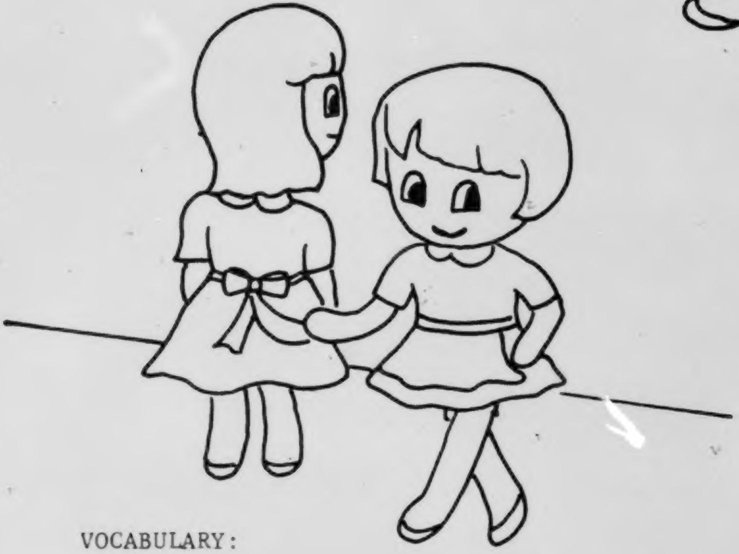
3. Keep equipment and work areas clean and orderly. This will help make the work safer.

4. Walk. Never run! If you run, you may fall. You may run into someone. You must watch where you are going.



5. Do not walk backwards. You may fall over something.





6. Do not play. Someone may get hurt or burned when she plays while working.

VOCABULARY:

safety	(sāf' tē)	- not getting hurt; no danger; carefulness for yourself and others.
danger	(dān' jər)	- something that is not safe; something that can harm or hurt.
guess	(ges)	- to think something is right but not to know it is right.
orderly	(ôr' dər li)	- neat, with everything in its place.

ASSIGNMENT:

1. Why is safety important?

2. Are you a safe worker if you are tired?

3. Why should you not play?

4. Name some dangers in the kitchen.

UNIT IV - SAFETY

Safety In Our Work Lesson 2

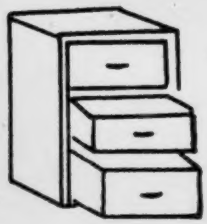
OBJECTIVE: To learn how we can be safe workers.

INFORMATION:

We must all help to make the kitchen and dining room a safe place to work. Then no one will get hurt.

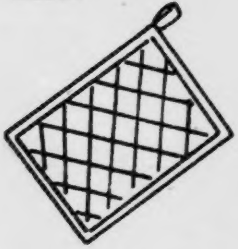
Let's learn how we can help make our work safe.

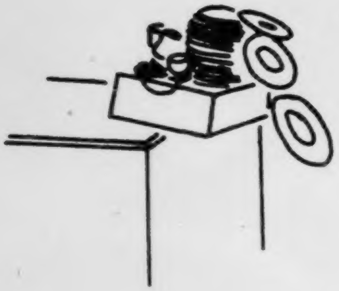
1. Look at WHAT you are doing and WHERE you are going. If you do not watch what you are doing, you can get hurt. Someone else may get hurt, because you are careless.



2. CLOSE DRAWERS or cabinet doors. Open drawers do not look neat. Someone may bump into them and get hurt.

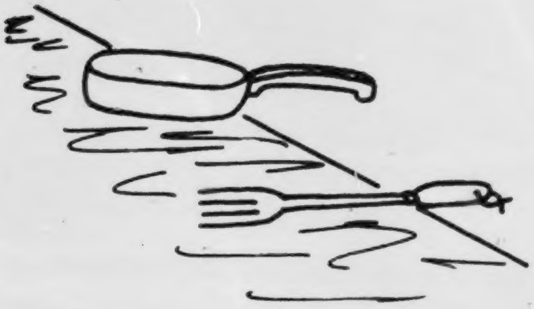
3. Use a POT HOLDER for hot dishes or pots. Do not burn your hands.

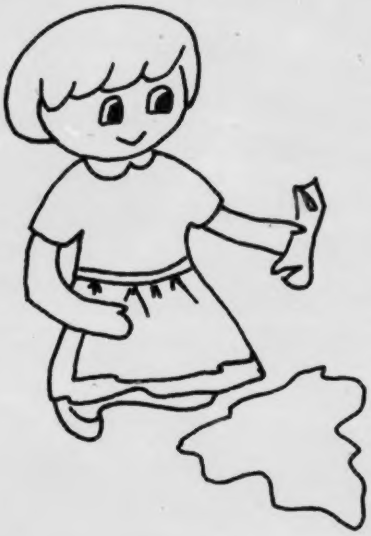




4. Do not put trays near the EDGE of the counter. They may fall on the floor. They may break. They may fall on someone.

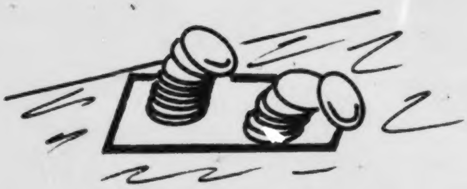
5. Do not let HANDLES of pots and tools STICK OUT where people walk. Someone may bump them. They may fall on someone. Someone may get hurt or burned.

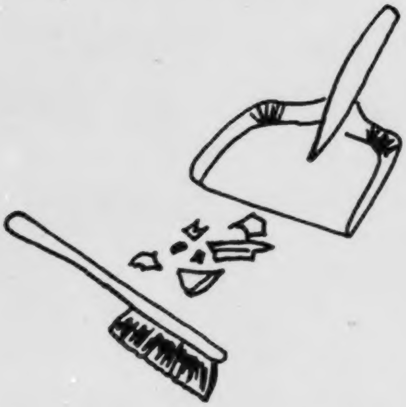




6. Wipe up all SPILLS on the floor. We do not want anyone to slip and fall.

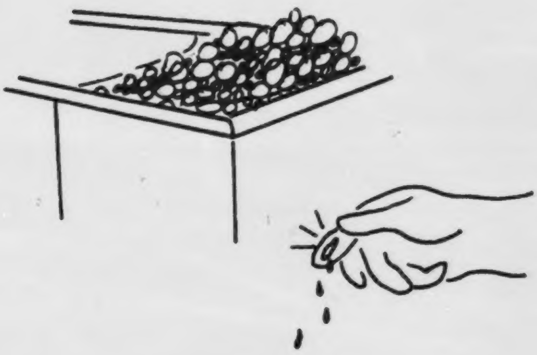
7. Do not PILE things too high. They may fall and break.





8. Pick up BROKEN GLASS with a broom or brush and dustpan. Not with your fingers! You could cut your fingers.

9. Never put knives or other sharp tools in SOAPY water. Why?



VOCABULARY:

safety (sāf' tē) - carefulness for yourself and others; being safe; not getting hurt.

careless (kãr' lis) - not watching out, not careful.

pot holder (pot hōl' dər) - a pad made of cloths sewed together. Use a pot holder to pick up hot pots.

counter (koun' tər) - a long table.

spills (spilz) - wet things dropped on the floor.

soapy (sōp' ē) - filled with soap or suds.

ASSIGNMENT:

1. Who must help to make the kitchen and dining room a safe place to work?

2. Why should you use a pot holder to handle hot things?

3. Why should you wipe up all spills on the floor?

4. How do you pick up broken glass?

5. Why should you never put sharp tools in soapy water?

UNIT IV - SAFETY

Lifting — Lesson 3

OBJECTIVE: To learn how to lift things.

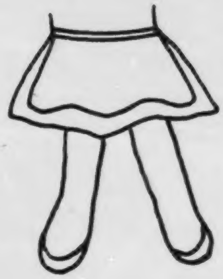
INFORMATION:

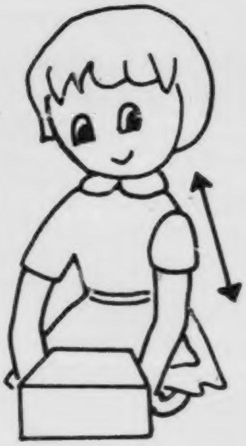
Many Food Service Workers have been hurt because they did not know how to LIFT. To lift is to move something from a low place to a higher place.

Before you lift anything, see how heavy it is. Try to lift a corner. If it is too heavy, do not pick it up. Get someone to help you or find another way to move the thing.

Know the right way to lift!

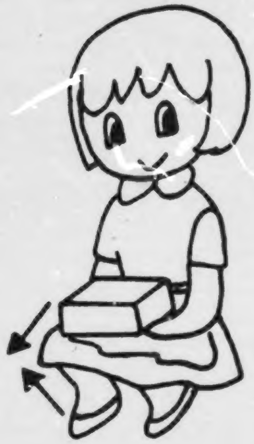
1. Place your feet about 12 inches apart.



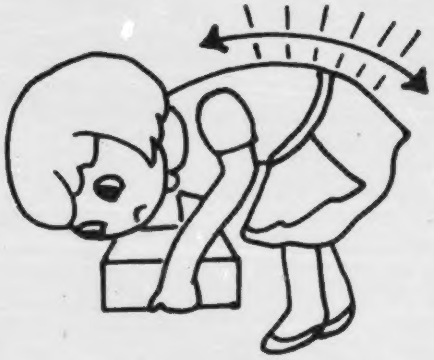


2. Bend close to the thing you will lift. Keep your back straight.

3. Lift by pushing up with your legs. Not with your back!



RIGHT



WRONG

VOCABULARY:

lift (lift) - to move from a low place to a higher place.

straight (strāt) - not bent, not crooked.

ASSIGNMENT:

1. What is lifting?

2. Why should you see how heavy something is before you lift it?

3. How should you place your feet to lift something?

4. Should you bend your back or keep it straight?

5. Do you push up with your legs or your back?

UNIT IV - SAFETY

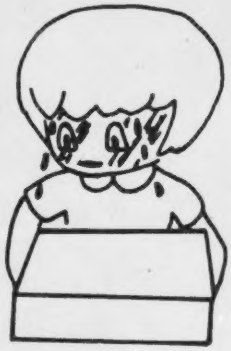
Carrying and Reaching Lesson 4

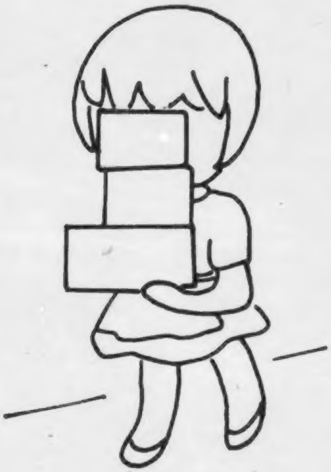
OBJECTIVE: To learn how to move things.

INFORMATION:

When we move things, we must be careful not to hurt ourselves or others. There are some rules we must remember.

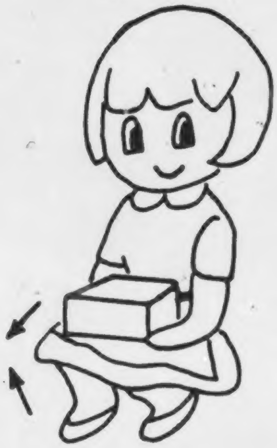
1. Never carry things that are too heavy for you. Use a cart or get someone to help you.

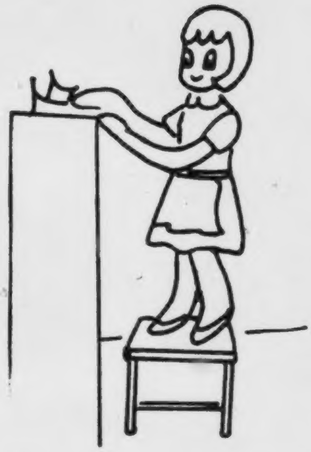




2. Do not carry things that are so high you cannot see where you are going.

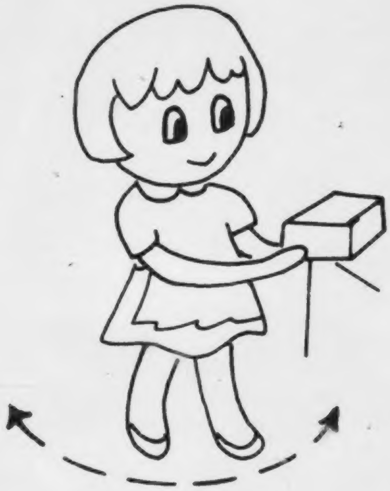
3. Set things down by bending your knees. Keep your back straight. Hold the load close to your body.



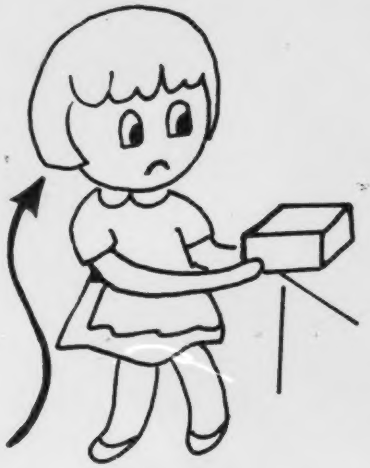


4. Use a stool or ladder when REACHING high. Be careful not to drop things on your head or on someone else.

5. When turning, turn with short steps. Turn your whole body. Do not TWIST around at your waist. This may hurt your back. A twisted back hurts a lot and can take a long time to get better.



YES



NO

VOCABULARY:

load (lōd) - the thing you are carrying; something heavy.

reach (rēch) - to get at something that is high or far away.

twist (twist) - to turn around unevenly - one part more than another part.

ASSIGNMENT:

True - False

1. ________ It is all right to carry things that are too heavy for you.

2. ________ You do not need to see where you are going when you carry things.

3. ________ Bend your back, not your knees when setting things down.

4. ________ Use a stool or ladder when reaching high.

5. ________ Twist your body when you turn.

6. ________ Keep your back straight at all times.

UNIT IV - SAFETY

Pushing and Pulling Lesson 5

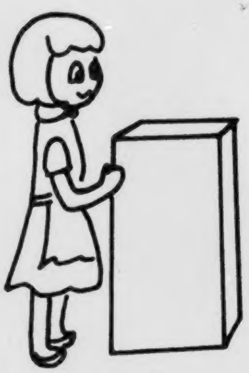
OBJECTIVE: To learn how to push and pull things.

INFORMATION:

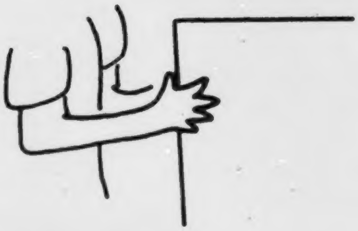
In our work we must move carts every day. We should pull carts. There are times when we will have to push them. But the best way to move a cart is to pull it.

We will also need to move some things that do not have wheels. This is harder. We must learn the safe way to push and pull. Then we will not hurt ourselves.

To push carts or large things you should:



1. Stand close to the thing you are going to move.

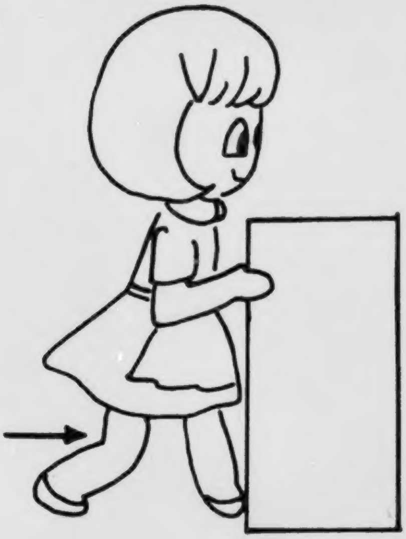


2. Bend your elbows and place your hands on the thing you will move. Carts have wheels. They will move easily. Other things do not have wheels. These will be harder to move.

3. Keep your back straight.

Push with your legs.

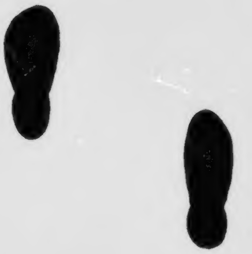
Do not push with your back.

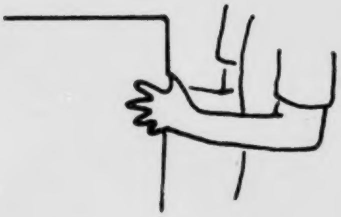


To pull carts and large things:

1. Place your feet apart.

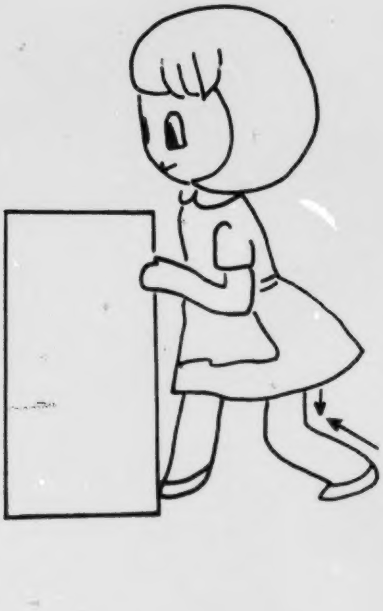
Put one foot in back of the other.

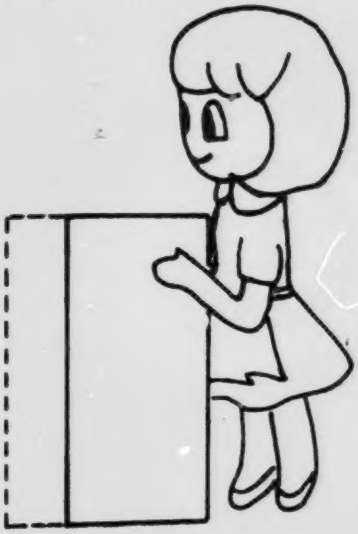




2. Take hold of the thing you are to move.

3. Bend your knees.

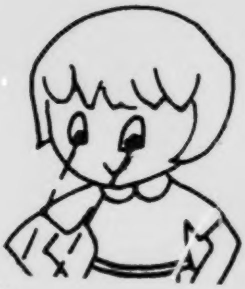




4. Pull by straightening your legs.

   Keep your back straight.

   Always use your arms and legs to pull. Not your back.



5. Look where you are going.

ASSIGNMENT:

1. What is the best way to move a cart?

2. Why do carts move easily?

3. What part of your body do you use to push?

4. What parts of your body do you use to pull?

5. Why must you always look where you are going?

UNIT IV - SAFETY

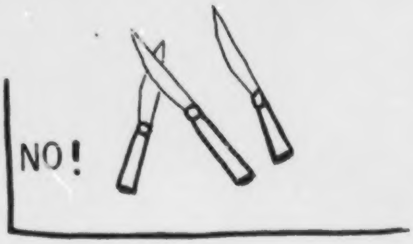
Cleaning Lesson 6

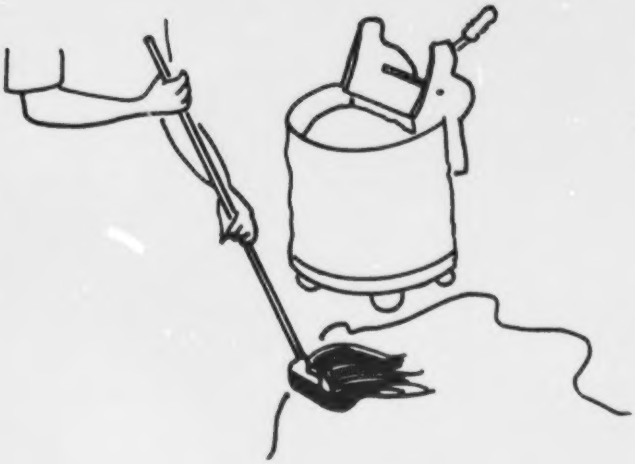
OBJECTIVE: To learn about cleaning.

INFORMATION:

The Food Service Worker must be neat in her work. You must clean up after your work is done. To be a safe worker you must be neat and clean.

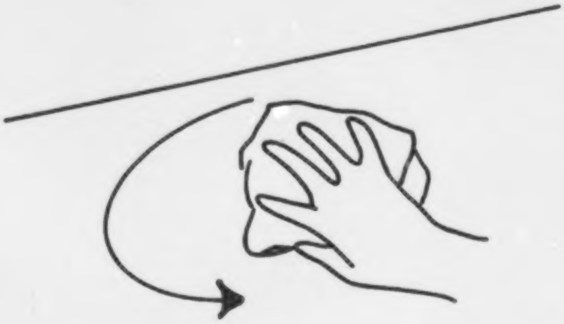
1. Never leave sharp knives or other tools lying around. Put things in their proper places.



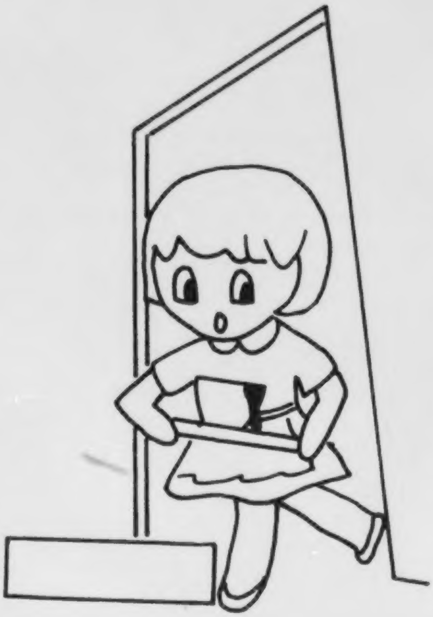


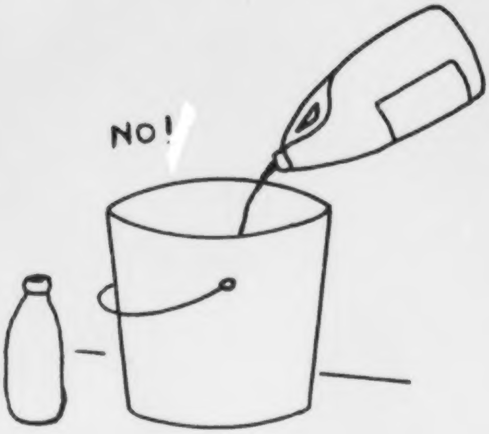
2. If you spill something on the floor, wipe it up at once. If you do not, someone may slip and fall.

3. Use a damp cloth to wipe off the counter when you have finished your work.



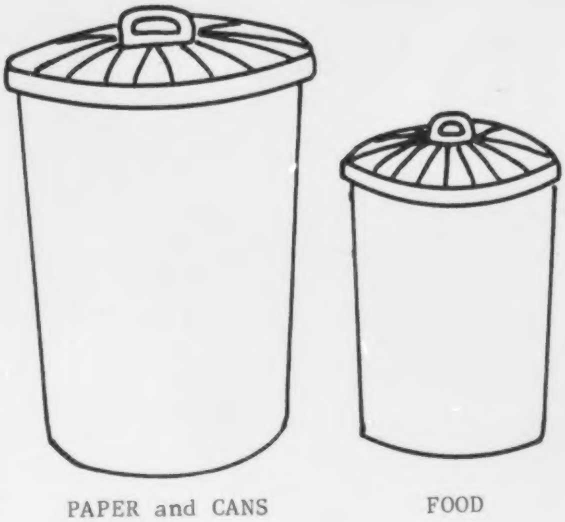
4. Never leave a box, a cart, or anything where people walk. They may not see it. They could fall.





5. Never put cleaning supplies near food. If they spill into the food, people could become very sick.

6. When cleaning, remember -- used papers and cans go into one garbage can. Food goes into a different garbage can. Food and paper or cans should not be put in the same garbage can.



UNIT IV - SAFETY

Cleaning

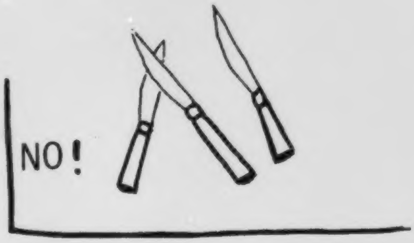
Lesson 6

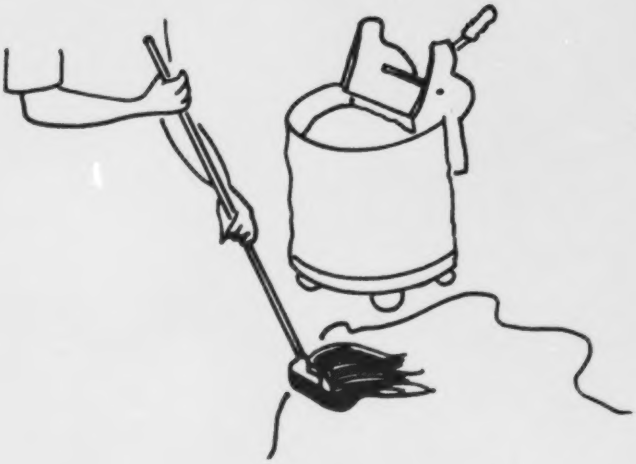
OBJECTIVE: To learn about cleaning.

INFORMATION:

The Food Service Worker must be neat in her work. You must clean up after your work is done. To be a safe worker you must be neat and clean.

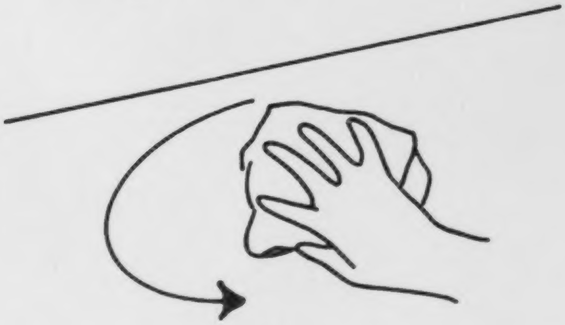
1. Never leave sharp knives or other tools lying around. Put things in their proper places.



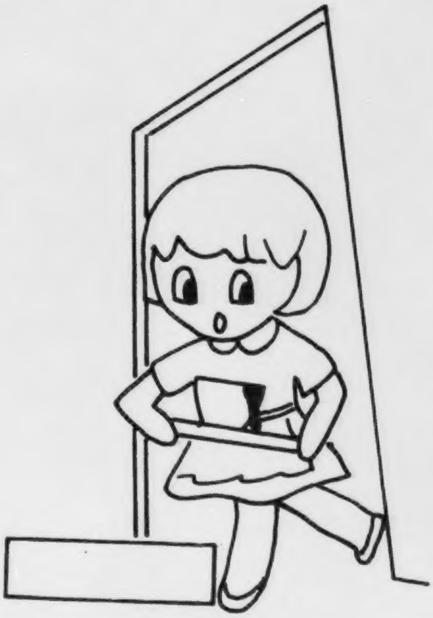


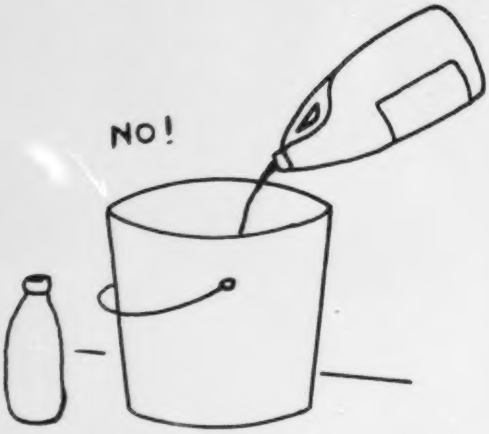
2. If you spill something on the floor, wipe it up at once. If you do not, someone may slip and fall.

3. Use a damp cloth to wipe off the counter when you have finished your work.



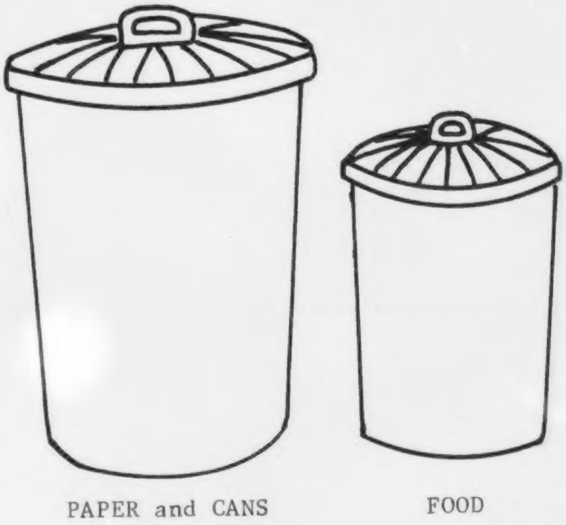
4. Never leave a box, a cart, or anything where people walk. They may not see it. They could fall.





5. Never put cleaning supplies near food. If they spill into the food, people could become very sick.

6. When cleaning, remember -- used papers and cans go into one garbage can. Food goes into a different garbage can. Food and paper or cans should not be put in the same garbage can.



VOCABULARY:

at once (at wuns) - right now, right away, immediately.

garbage (gär' bij) - things to throw away.

ASSIGNMENT:

True - False

1. ________ Cleaning is a very important part of our work.

2. ________ We do not need to put things away when we have finished our work.

3. ________ Every tool has a proper place.

4. ________ Wipe up all spills at once.

5. ________ It is all right to leave boxes, stools, and carts where people walk.

6. ________ You can keep cleaning supplies with food.

7. ________ Cleaning supplies spilled in food could make people very sick.

8. ________ Use different garbage cans for papers and food.

UNIT V - FOOD PORTIONING

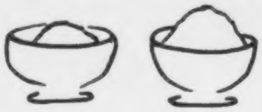
About Portioning Food Lesson 1

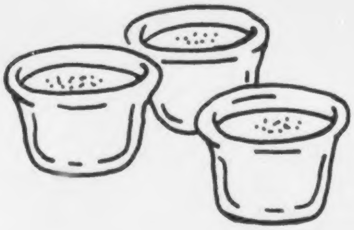
OBJECTIVE: To learn about portioning food.

INFORMATION:

To portion food is to put food in dishes to be served in the dining room. The food is portioned in the kitchen. It is served in the dining room. These are very important jobs of the Food Service Worker.

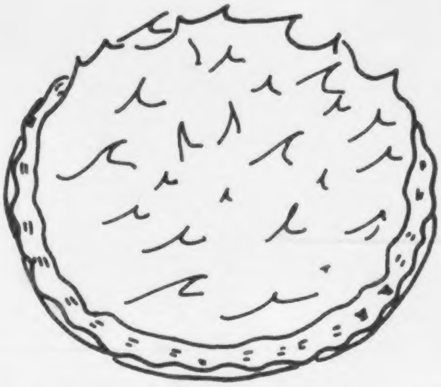
Every serving must be the same SIZE. One person should not have a very large serving of a food. Another person should not have a very small serving of the same food.

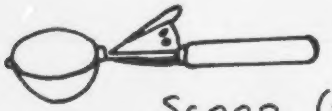




All the servings should be the same size.

There is only a certain amount of food. We must DIVIDE a large amount of food into the proper number of servings.



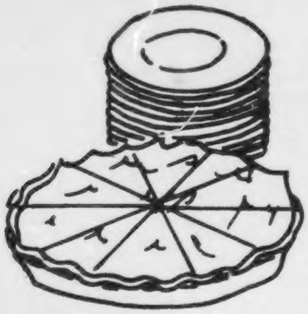


Scoop (sküp)

Ladle (lā' dəl)

We will learn about certain tools that help us make all servings the same size.

Before we portion any food, we must get all the dishes we will need. All the dishes must be counted. We should count out dishes for the number of servings we will portion.



VOCABULARY:

size (sīz)	- how big or small something is.
divide (də vīd')	- to cut something into small parts.

ASSIGNMENT:

1. To ____________ is to put food in dishes to be served in the dining room.
2. We portion food in the ____________.
3. All servings should be the ____________ size.
4. To ____________ is to cut something into small pieces.
5. ____________ and ____________ help us make all servings the same size.

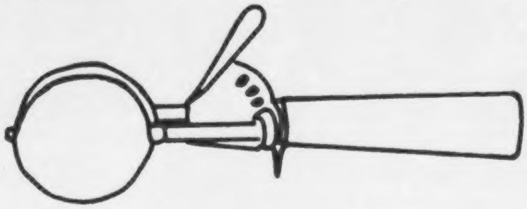
UNIT V - FOOD PORTIONING

Soft Desserts Lesson 2

OBJECTIVE: To learn how to portion soft desserts.

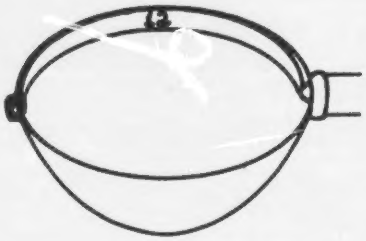
INFORMATION:

A DESSERT is something that is served at the end of a meal. We will portion many kinds of desserts. Gelatin, puddings, whips, and fruit crisps are soft desserts.

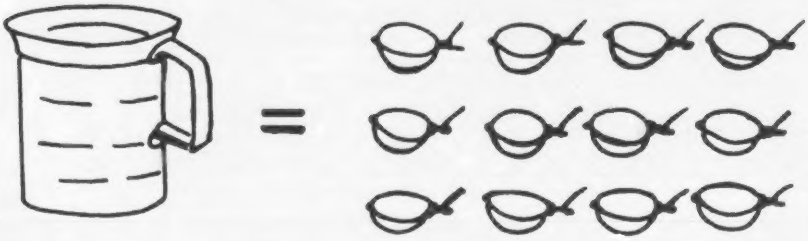


We will use a scoop to portion these desserts.

Each scoop has a number inside. This number tells its size.



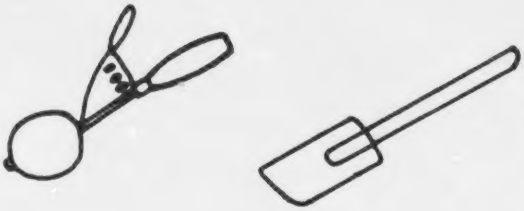
The number tells us how many SCOOPFULS will equal one quart.

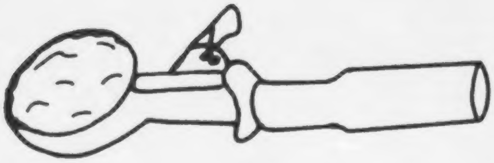


How to portion soft desserts:

1. You must first count out the number of dessert dishes you will need.

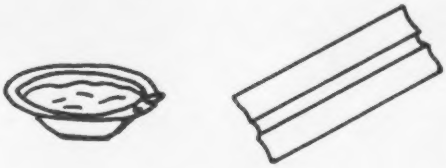
2. You will need a No. 12 scoop and a rubber scraper.

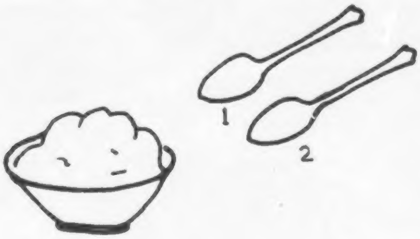




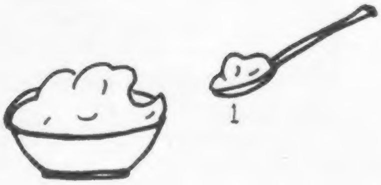
3. Place one LEVEL scoop of dessert into each dessert dish. Gelatin may be first cut into cubes with a spatula or garnisher. Then portion it with a scoop.

4. Sometimes dessert will spill on the edge of the dish. Wipe the spill off with a paper towel.

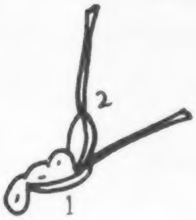




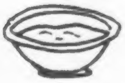
5. Some dessert will have whipped cream on top. Use two teaspoons.



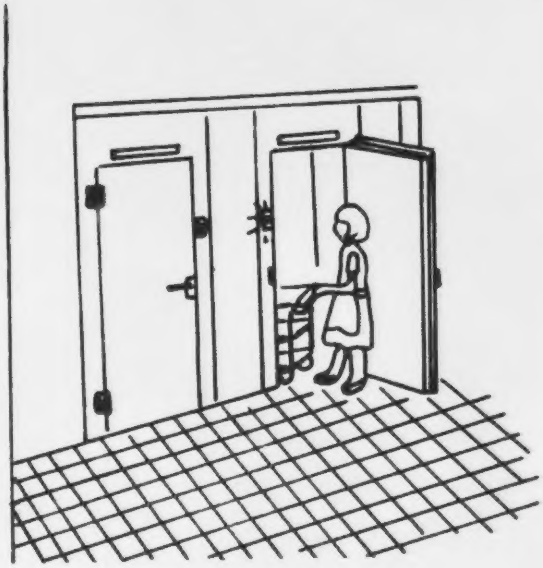
Fill one teaspoon with whipped cream.



Use the other teaspoon to push the cream off the first teaspoon.



6. Place each filled dish on a clean cart or tray.
7. When the cart or tray is filled, place it in the walk-in refrigerator. This keeps the dessert fresh and cool until it is served.



VOCABULARY:

dessert	(di zėrt')	- something that is served at the end of a meal.
scoopful	(sküp' fu̇l)	- enough to fill a scoop.
level	(lev' l)	- flat, even.

ASSIGNMENT:

1. Name some soft desserts.

2. What tool do we use to portion soft desserts?

3. What does the number on each scoop tell us?

4. How many scoopfuls of dessert do you put in each dessert dish?

5. How do you put whipped cream on each dessert?

6. Why is the dessert placed in the walk-in refrigerator?

UNIT V - FOOD PORTIONING

Cake **Lesson 3**

OBJECTIVE: To learn how to cut and portion cakes.

INFORMATION:

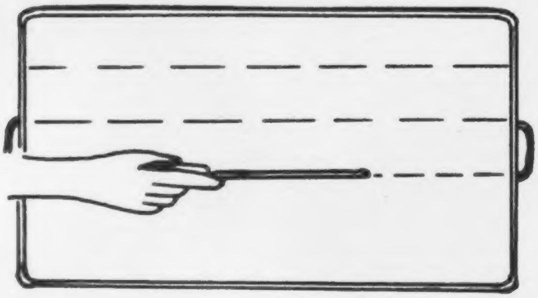
Cake must be cut before we can portion it. We will use a spatula to cut and portion cake.

Each cake must be cut into a certain number of pieces. Each piece must be the same size. We must be very careful to cut each piece the same size.

How to cut and portion cake:

1. Each cake must be cut into 45 pieces. We will cut 9 pieces on the long side. We will cut 5 pieces on the short side.

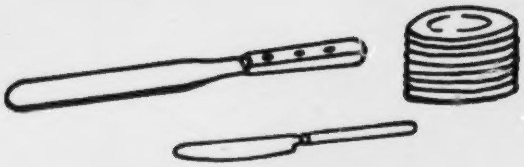
1	2	3	4	5	6	7	8	9
2								
3								
4								
5								

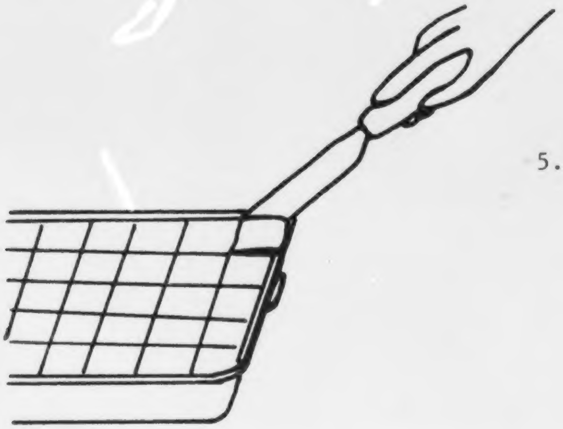


2. Use a spatula to mark very lightly where you will cut the cake. Do not cut into the cake until you have marked the whole cake. Be sure each piece is the same size.

3. Now cut the cake, using the spatula. Also cut around the outside of the whole cake.

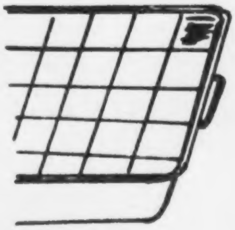
4. To portion the cake you will need the spatula and a table knife. You will need dessert dishes or small plates to put the cake on.

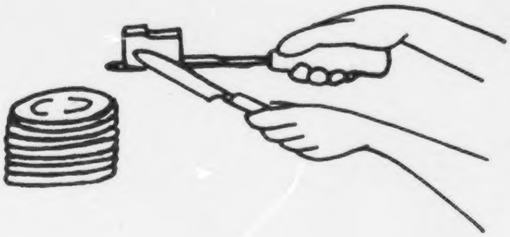


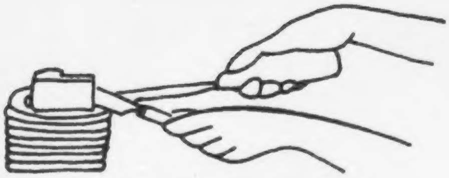


5. Remove the cake from the pan with the spatula.

Hold the cake with the knife.







6. Place the cake on a small plate. Use the knife to push the cake from the spatula. Be careful not to upset the cake. The frosting should be on the top.

7. Place each dish of cake on a clean cart.

VOCABULARY:

mark (märk) - to show the right place with a line.

upset (up set') - to turn something over, knock it down.

frosting (frôst' ing) - the sweet mixture spread on a cake.

ASSIGNMENT:

1. A __________ is used to cut and portion cake.
2. Cut cake into ____ pieces on the long side and ____ pieces on the short side.
3. We use a small __________ to put cake on to serve it.
4. Every piece of cake should be the ________ size.

UNIT V - FOOD PORTIONING

Pie Lesson 4

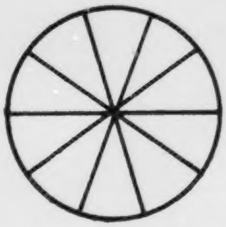
OBJECTIVE: To learn how to cut and portion pie.

INFORMATION:

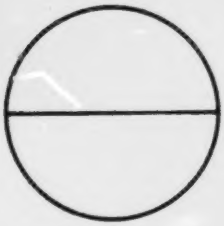
Pie must be cut before we can portion it. Like cake, pie must be cut into a certain number of servings. We must be very careful to cut each piece the same size.

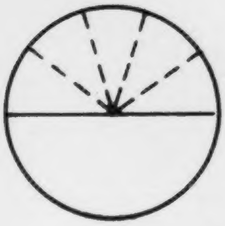
How to cut and portion pie:

1. Each pie must be cut into 10 pieces.



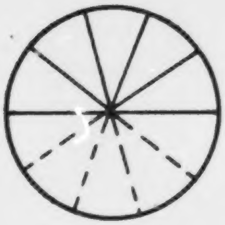
A. Cut the pie in half.





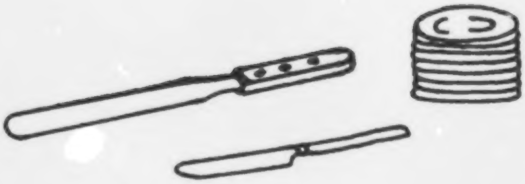
B. Next, cut one half into 5 equal pieces.

C. Cut the other half into 5 equal pieces.

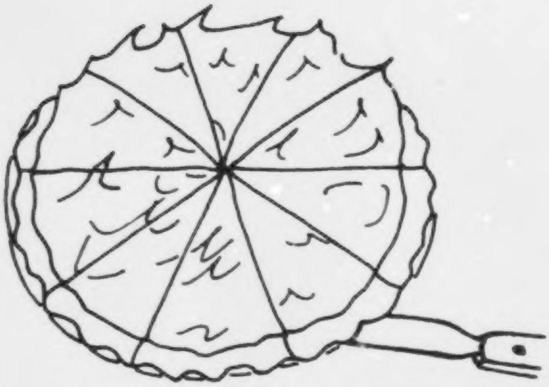


Be certain you have cut THROUGH the bottom of the pie!

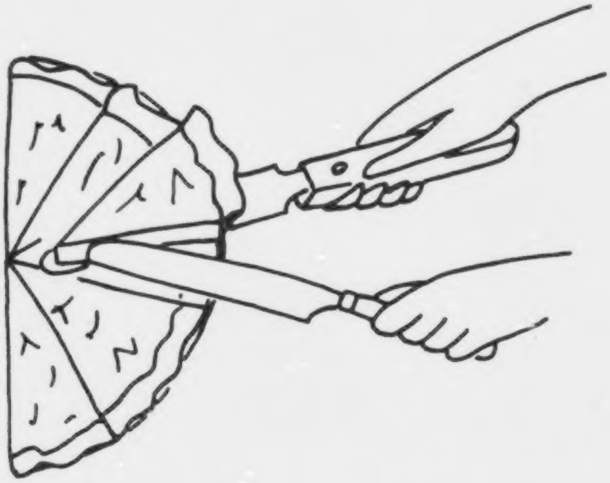
2. To portion the pie you will need the spatula and a table knife. You will also need small plates for the pieces of pie.



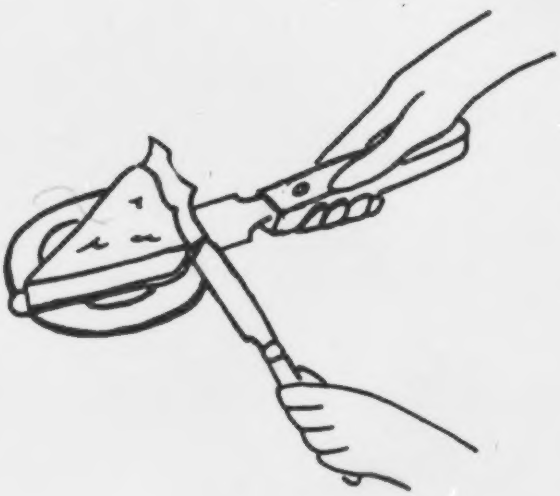
3. Use the spatula to lift the pie from the pan. Be certain the spatula is pushed all the way to the point of each piece.



Use the knife to hold the pie.



4. Place each piece of pie on a plate. Slide the pie from the spatula with the knife. Be careful not to break the CRUST or spoil the shape of the pie.



VOCABULARY:

equal (ē' kwəl) - the same.

certain (sėr' tən) - very, very sure.

through (thrü) - all the way to the bottom, or from one end to another.

slide (slīd) - to push smoothly along without lifting.

crust (krust) - the baked outside part of a pie.

ASSIGNMENT:

1. We will cut pie into ______ pieces.
2. Lift the pie with a __________.
3. A knife is used to __________ the pie, when we move it from the pan to the plate.
4. The knife is used to __________ the pie onto the plate.
5. The __________ is the outside part of the pie.

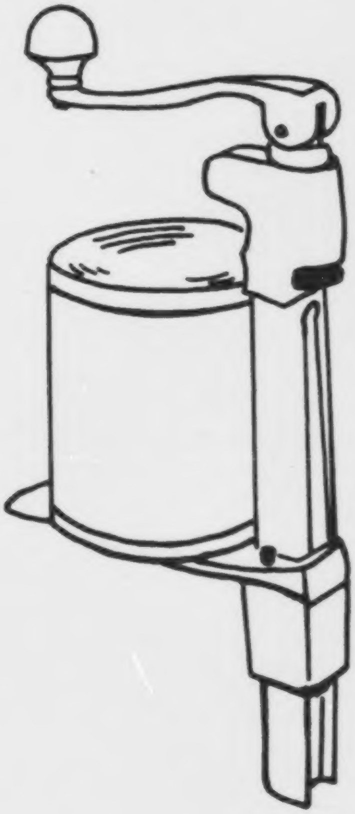
UNIT V - FOOD PORTIONING

Canned Fruit Lesson 5

OBJECTIVE: To learn how to portion canned fruit.

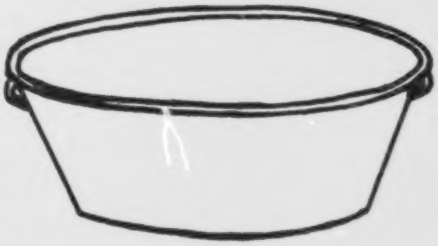
INFORMATION:

FRUIT is the part of certain plants that you eat. Canned fruit comes in large cans. Canned fruits are cooked. They are ready to serve right from the can. They should be **CHILLED**.

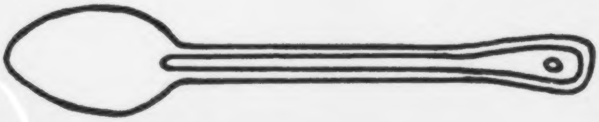


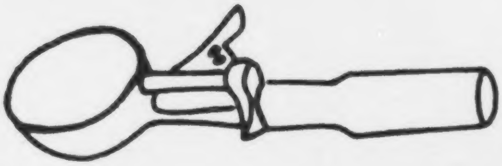
To open canned fruit, you must use a can opener.

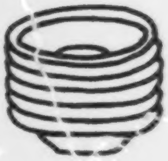
Place the fruit in a large pan. This will make it easy to portion the fruit.



You will need a solid serving spoon to portion some fruits. You will use a scoop to portion other fruits.







You will portion fruit into dessert dishes. You must count the number of dishes before you begin to portion the fruit.

There are certain size portions you must learn.

Let's look at these portions and the tools we will need.

	Canned Fruit	Tool	Amount
1.	Applesauce	#12 scoop	Level
2.	Apricots	Serving spoon	3 Apricots
3.	Cherries	Serving spoon	8 Cherries
4.	Fruit cocktail	#12 scoop	Level
5.	Grapefruit sections	#12 scoop	Level
6.	Peaches	Serving spoon	2 Peach halves
7.	Pears	Serving spoon	2 Pear halves
8.	Pineapple, crushed	#20 scoop	Level
9.	Pineapple, sliced	Serving spoon	1 Slice
10.	Plums	Serving spoon	2 Plums

Put just enough juice on the fruit to make it MOIST. Too much juice will run over the side of the dish. Wipe spilled juice with a paper towel.

Place each dish of fruit on a clean cart or tray. Chill the fruit in the refrigerator.

VOCABULARY:

fruit (früt)	-	a part of certain plants you can eat.
chill (chil)	-	to make cold.
amount (ə mount')	-	how many or how much of something.
moist (moist)	-	just a little wet; damp.

ASSIGNMENT:

1. Canned fruits come in ____________ ____________.
2. What tools do you need to portion fruit?
3. How do you chill canned fruit?
4. How much juice should you put on the fruit?
5. Fruit is served in ____________ dishes.

UNIT V - FOOD PORTIONING

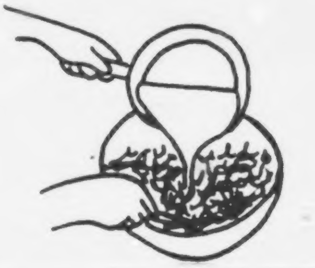
Salads Lesson 6

OBJECTIVE: To learn how to portion salads.

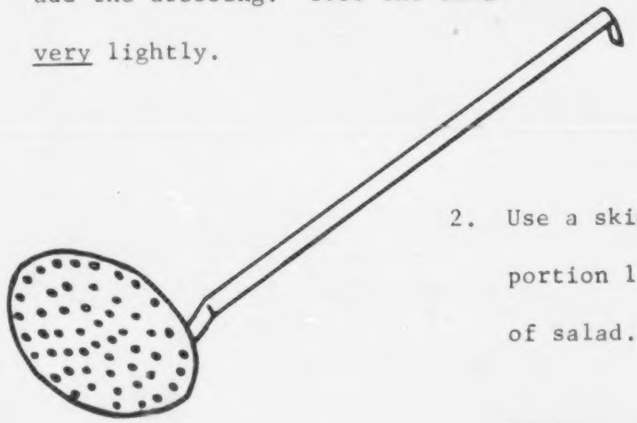
INFORMATION:

A SALAD is a food usually served cold. Salads add color and FLAVOR to a meal. They are served with DRESSING.

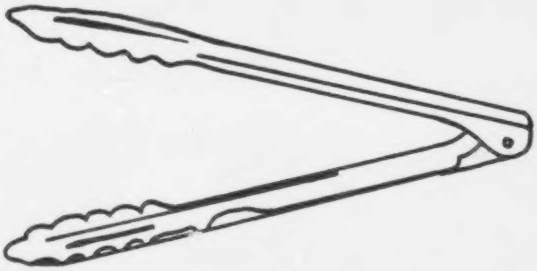
Now we must learn how to portion salads. Salads should be portioned just before they are eaten. A salad should look fresh and crisp. If it stands too long, it will be limp and soggy. Do not take the salad from the refrigerator more than 20 minutes before you serve it.



1. Just before you serve the salad, add the dressing. Toss the salad very lightly.



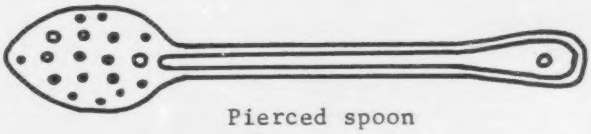
2. Use a skimmer to portion large bowls of salad.



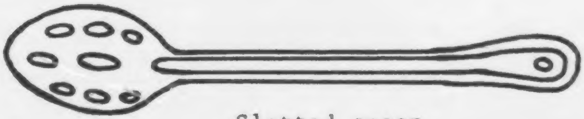
3. Use a tongs to fill small salad bowls. Be very careful not to squeeze or break the bite-size pieces of salad.

Use a tongs to place RELISHES like pickles, carrots, and celery sticks in bowls.

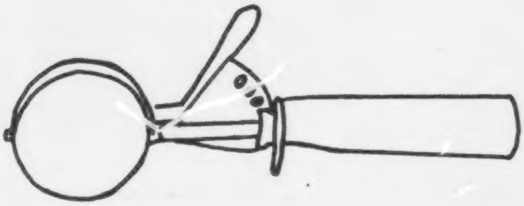
4. Use a pierced or slotted spoon to portion olives from a jar.



Pierced spoon



Slotted spoon



5. Use a scoop to portion COLESLAW. Place one scoop of coleslaw in each vegetable dish.

VOCABULARY:

salad (sal'əd)	-	a kind of food usually served cold.
flavor (flā' vər)	-	taste.
limp (limp)	-	soft and hanging down.
soggy (sog' i)	-	very wet; soaked.
dressing (dres' ing)	-	a liquid food that is added to a salad.
toss (tôs)	-	to mix lightly.
relish (rel' ish)	-	a food served with other foods for extra flavor.
pierced (pērst)	-	with little round holes in it.
slotted (slot' əd)	-	with long, narrow holes in it.
coleslaw (kōl' slô)	-	a salad made from raw cabbage.

ASSIGNMENT:

1. When should salads be portioned?

2. Name the tools you would use to portion these salads.

   a. Coleslaw ______________

   b. Large bowls of tossed salad ______________

   c. Small bowls of salad ______________

   d. Carrot sticks ______________

   e. Olives ______________

UNIT V - FOOD PORTIONING

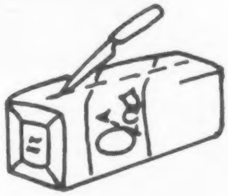
Bread — Lesson 7

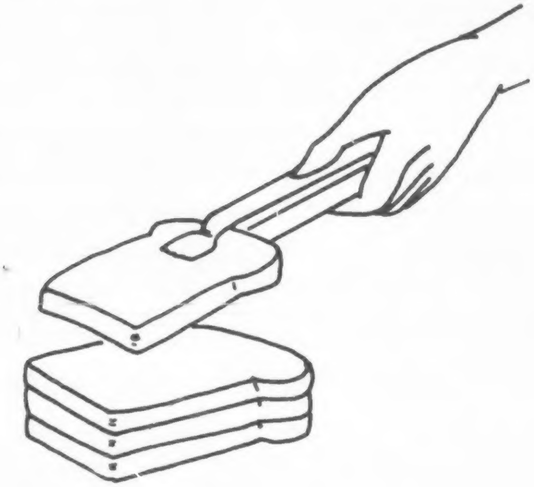
OBJECTIVE: To learn how to portion bread.

INFORMATION:

There are many kinds of bread. Loaves, buns, rolls, and cornbread are kinds we will serve.

1. To portion slices of bread, we need a paring knife to open the package.





2. We use tongs to take the bread from the package and place it on the plate. Be careful not to make holes in the slices. This can happen if you squeeze the tongs too much.

3. Rolls and buns are portioned the same way as slices of bread. Use a tongs.

4. Cornbread is a hot bread. It is made in layer pans like cake. It should be served hot from the oven.

Cornbread must be cut into 45 pieces. Cut cornbread the same way you cut cake. Cut 9 pieces on the long side. Cut 5 pieces on the short side. Place 5 pieces of cornbread on each plate. You should have one plate for each table in the dining room.

Always remember! Fingers are not the right tool to use to portion bread.

ASSIGNMENT:

1. ____________ are used to portion breads.
2. A ____________ ____________ is used to open packages of bread.
3. One kind of hot bread is ________________.
4. A ______________ is used to cut and portion cornbread.
5. Do not use your ______________ to portion bread!

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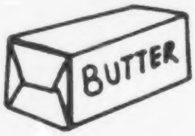
UNIT V - FOOD PORTIONING

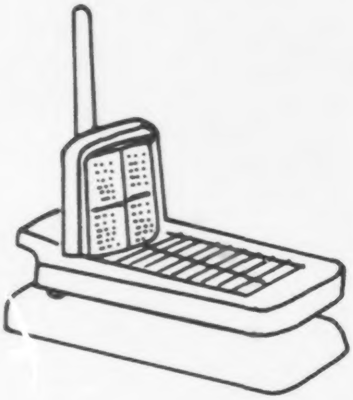
Butter | Lesson 8

OBJECTIVE: To learn how to cut and portion butter.

INFORMATION:

Butter is served at most meals. Butter comes in a large piece called a brick. This piece must be cut. To cut butter you will need a butter cutter.

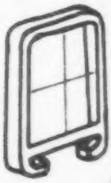




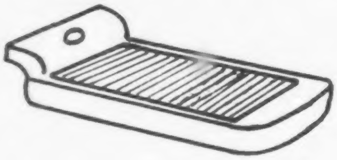
A butter cutter has very fine wires. These wires cut through the butter. Each brick is cut into 60 PATS. A pat is a small square of butter.

To portion butter we will need a spatula, trays, butter plates, and the butter cutter.

Be sure your hands are very clean before you begin to cut butter.



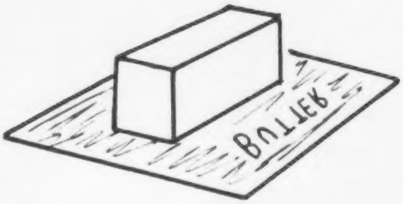
1.

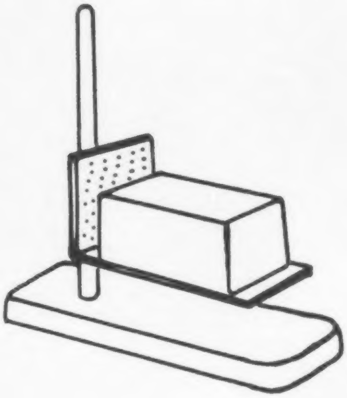


2.

1. Remove the two cutting pieces from the butter cutter.

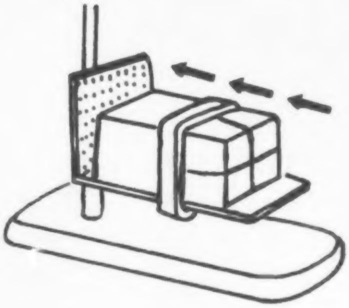
2. Remove the paper from one brick of butter.

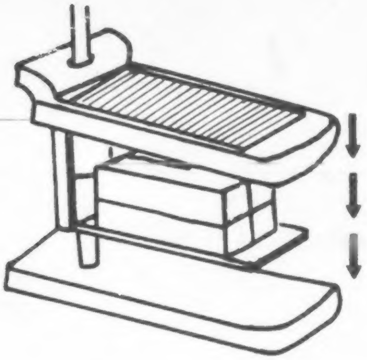




3. Place the butter on the butter cutter.

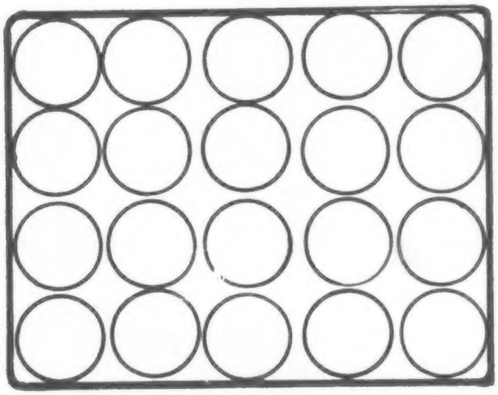
4. Place cutter #1 on the butter cutter. Push the cutter through the butter.



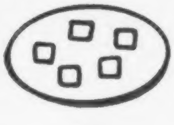


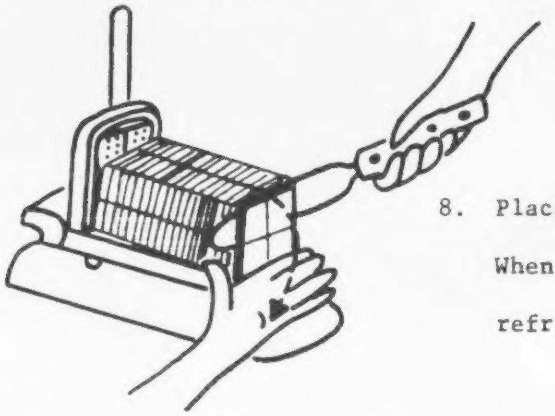
5. Place cutter #2 on the butter cutter. Push the cutter through the butter.

6. Place 20 plates on a tray.



7. Remove the first 4 pats of butter. Use a spatula to separate the pats.





8. Place five pats of butter on each plate. When the tray is full, place it in the refrigerator.

9. CONTINUE until you have cut and portioned enough butter for one day. We will need about 18 full trays.

VOCABULARY:

brick (brik)	-	anything that looks like a block used in building.
wire (wīr)	-	a stiff thread made of metal.
pat (pat)	-	a small square of butter.
separate (sep' ə rāt)	-	to take something apart.
continue (kən tin' ū)	-	to go on with what you are doing.

ASSIGNMENT:

1. Why must we cut butter?
2. What do we use to cut butter?
3. Why must you wash your hands before you begin to cut butter?
4. Why must you put the butter in the refrigerator?
5. What is a pat of butter?

Condiments Lesson 9

OBJECTIVE: To learn how to care for condiments used at the table.

INFORMATION:

A CONDIMENT is something that gives more flavor to food. Some condiments are sugar, salt, pepper, mustard, and catsup. All these foods must be taken from large CONTAINERS and put into small containers for each table.

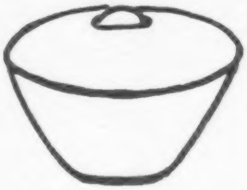
Let's learn about condiments.

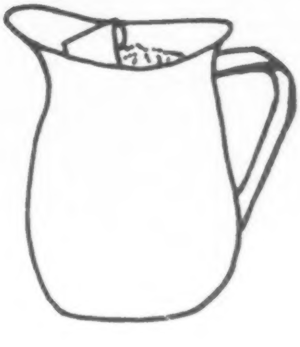
1. Sugar

Each table must have a sugar bowl.

REFILL sugar bowls every day.

Check inside the bowl. The sugar should not be lumpy. Be certain the bowl is clean.





Pour more sugar into each bowl. Use a large pitcher filled with sugar to fill the bowls.

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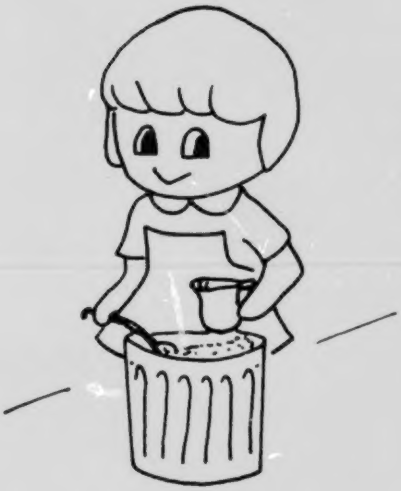
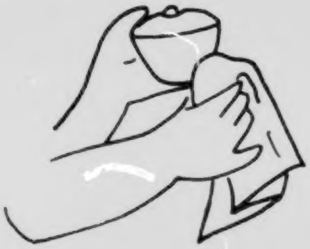
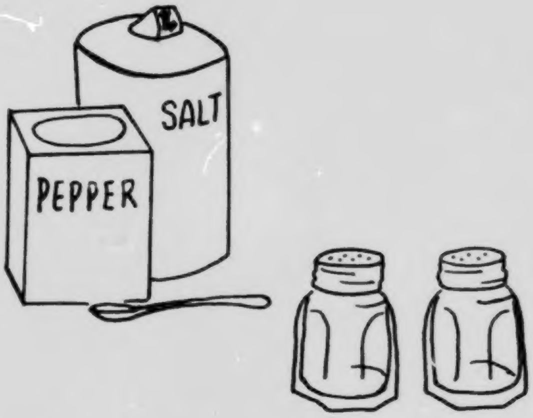


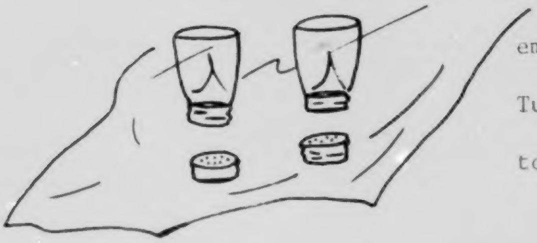
The sugar is kept in a large metal container in the STOREROOM.



Wipe each sugar bowl and cover on the outside with a damp cloth.

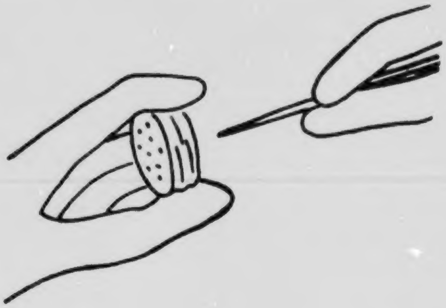
2. Salt and Pepper Shakers
Each table must have a salt and pepper shaker. The shakers should be refilled every day. Wipe the outside of the shakers with a damp cloth.



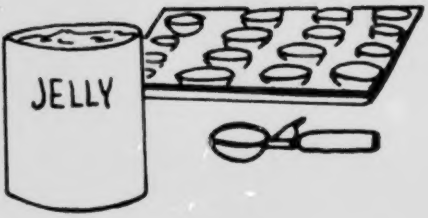


Any shaker that is dirty should be emptied. Wash and dry the shaker. Turn the shaker upside down on a towel to dry some more.

Sometimes the holes in the shaker will fill up. Open the holes with a TOOTHPICK.



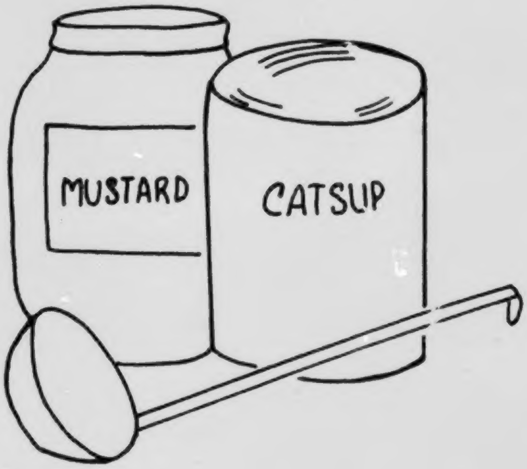
3. Jelly and Peanut Butter



Jelly and peanut butter come in large cans. Open the can with the can opener. Place dessert dishes or paper dishes on a large clean tray. Place one #12 scoop of jelly or peanut butter in each clean dish. Fill one dish for each table in the dining room. Wipe up any spills. Place the jelly in the refrigerator until it is time to serve. Do not put peanut butter in the refrigerator. The cold will make it very hard.

4. Catsup and Mustard

Mustard comes in large jars. Catsup comes in large cans. Use a ladle to put catsup and mustard into small bowls. Place the bowls on trays. Put them in the refrigerator until time to serve.



VOCABULARY:

condiment (con' də mənt) - something that gives more flavor to food.

container (kən tān' ər) - a box or can or jar that holds something.

refill (rē fil') - to fill again.

lumpy (lum' pi) - with hard bits in it.

storeroom (stôr' rüm) - a room where things are kept until they are needed.

toothpick (tüth' pik) - a small, pointed piece of wood.

ASSIGNMENT:

1. What is a condiment?

2. Name some condiments.

3. Is it important that condiments be kept in clean containers?

UNIT VI - MEAL SERVICE

About Meal Service — Lesson 1

OBJECTIVE: To learn about meal service.

INFORMATION:

Meal service is to serve one meal. There are many kinds of meal service. We will learn about two kinds of service.

1. Table Service

   A GUEST sits at the table. A guest is a person who comes to the dining room to eat. A Food Service Worker serves the guest. Food is placed on the plates in the kitchen. Then the plates are brought to the dining room to be served. The Food Service Worker places a plate at each cover.

2. Family-Style Service

   Food is placed on platters and in bowls in the kitchen. The guests sit at the table. The Food Service Worker places the platters and bowls of food on each table. Each guest puts food on his own plate.

Before each meal the tables are set. Just before the guests arrive, the water glasses are filled. The salad and bread and butter may be placed on the table just before the guests sit down. Sometimes these are served to the guests after they are seated.

VOCABULARY:

guest (gest) - a person who comes to the dining room to eat.

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ASSIGNMENT:

1. What is meal service?

2. What is a guest?

3. At what type of meal service does the Food Service Worker serve the guest?

4. At what type of meal is food placed on platters and in bowls?

5. When does a guest portion some of his own food?

6. What foods may be placed on the table before the guests are seated?

UNIT VI - MEAL SERVICE

Rules for Serving — Lesson 2

OBJECTIVE: To learn some rules to follow in serving meals.

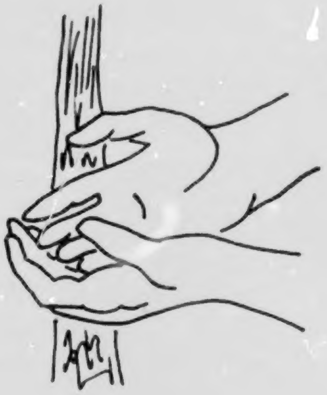
INFORMATION:

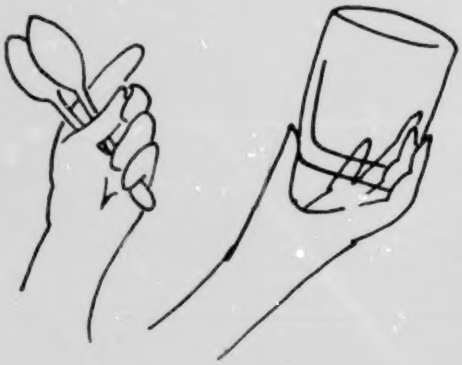
Everyone enjoys eating away from home. When we are served food, we like the Food Service Worker to be cheerful, neat, quiet, and careful.

There are some rules we can use to make serving easier. These rules will help us be better Food Service Workers.

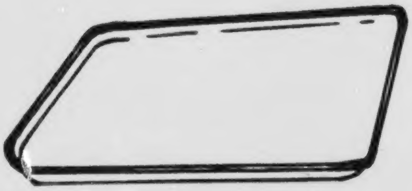
Let's learn rules to help us serve meals.

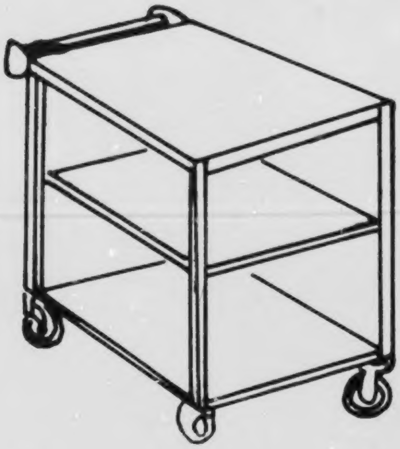
1. Always wash your hands before you serve food.



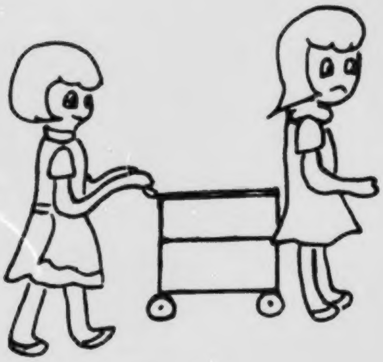


2. Remember how to hold dishes, glassware, and flatware.



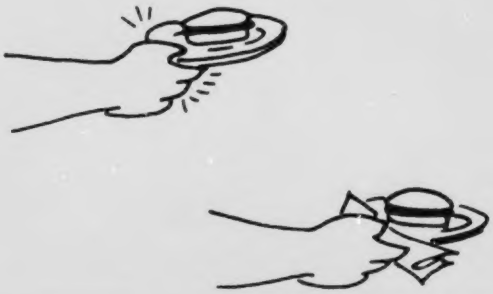


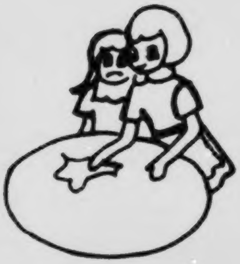
3. Use a tray or cart to carry food and SUPPLIES. This saves time and work.



4. Be careful not to bump anyone with the cart or tray.

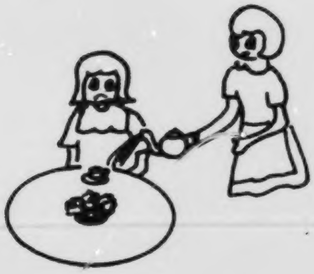
5. Use a pot-holder or napkin to protect your hands. Do not burn yourself handling hot dishes.

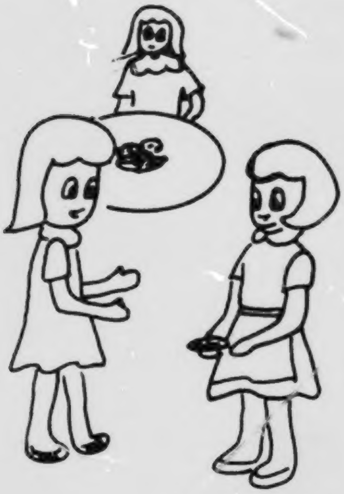




6. Never reach in front of anyone. You might bump them with your arm. Or you might spill something on them.

7. Be very careful, when serving, not to spill any food on the guest.





8. Do not stop to talk to friends. You must remember you are working. You can talk after work. You must work, not visit.

VOCABULARY:

cheerful (chēr' fəl) - smiling, glad, happy.

supplies (sə plīz') - things needed to do our work in the dining room.

protect (prə tekt') - keep from harm.

reach (rēch) - stretch out the hand and arm.

visit (viz' it) - talk with.

ASSIGNMENT:

1. Why is it important that we follow rules to serve food?

2. What is the first thing we must do before we serve food?

3. How can we do our work faster and easier?

4. How can you protect your hands when handling hot dishes?

5. What are supplies?

6. Why should you never reach in front of anyone?

7. What does "protect" mean?

UNIT VI - MEAL SERVICE

Serving Foods and Beverages

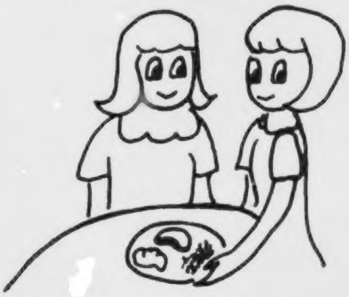
Lesson 3

OBJECTIVE: To learn how to serve foods and beverages.

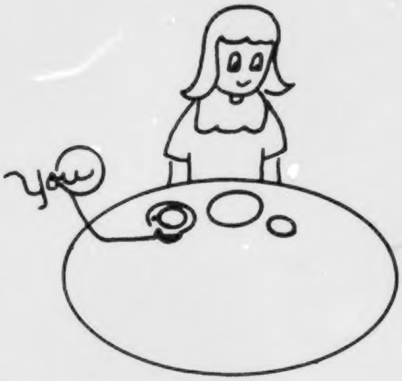
INFORMATION:

We cannot put food on the table just any way. We must learn where food is to be set on the table. We must also know how to place food on the table.

When we serve food, we must:

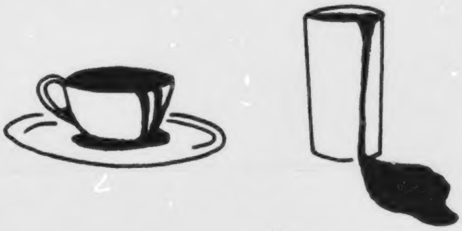


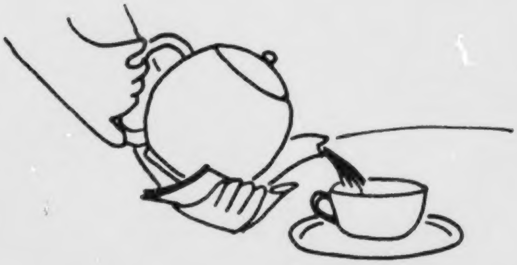
1. Serve all food from the left side of the person. Use your left hand.



2. Serve all BEVERAGES from the right side of the person. Use your right hand.

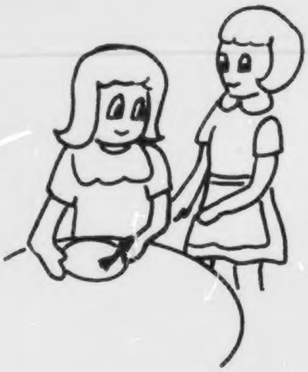
3. Do not fill cups and glasses so full they spill over the top.





4. Do not pick up the cup to fill it. Let it be on the table. Hold the coffee pot in your right hand. Hold a paper napkin in your left hand to catch any drips and to hold the pot steady.

5. When you pour coffee, leave a space for cream and sugar to be added.



6. Be near to get anything a guest needs during a meal. But do not stand at the table and watch the guest eat!!!

VOCABULARY:

beverage	(bev' ər ij)	- something you drink.
steady	(sted'i)	- without shaking, without moving much.
near	(nēr)	- close, not far away.

ASSIGNMENT:

1. All food is served from the ________ side.
2. Use your ________ hand to serve food.
3. A __________ is something you drink.
4. All beverages are served from the ________ side with your ________ hand.
5. To pour coffee, hold the coffee pot in your ________ hand.
6. Hold a ______ _________ in your left hand.

UNIT VI - MEAL SERVICE

Lesson 4

Removing Dishes from the Table

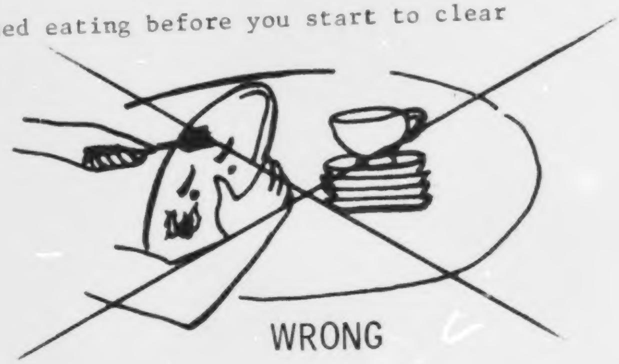
OBJECTIVE: To learn how to remove dishes from the table.

INFORMATION:

We have served the food. Now we must remove the dishes from the table, before dessert is served.

1. Be certain everyone is finished eating before you start to clear the table.

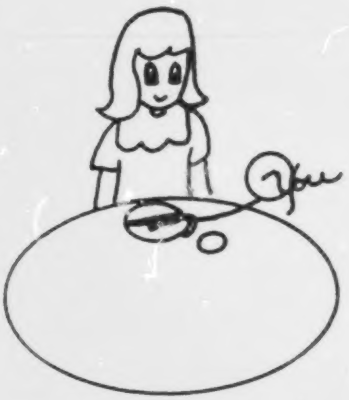
2. Do not stack or SCRAPE dirty dishes at the table.



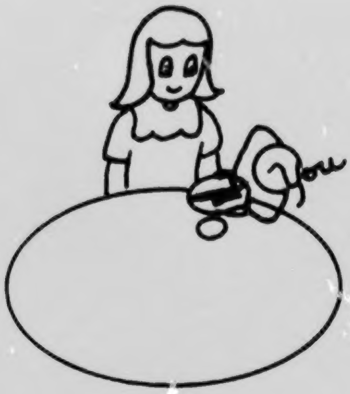
3. After the meal, take away the SERVING DISHES first. The serving dishes are all the platters and bowls that had food in.

4. Remove all used dishes from one cover at a time.

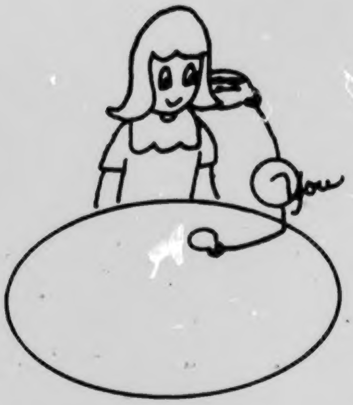
5. Remove the dinner plate with your left hand from the left side of the guest.



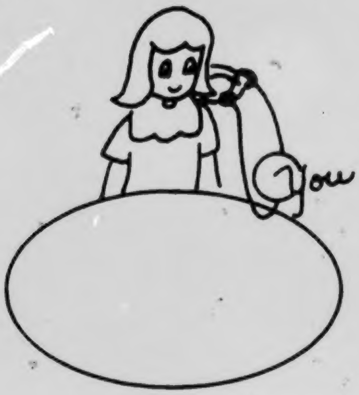
6. Place the dinner plate in your right hand.



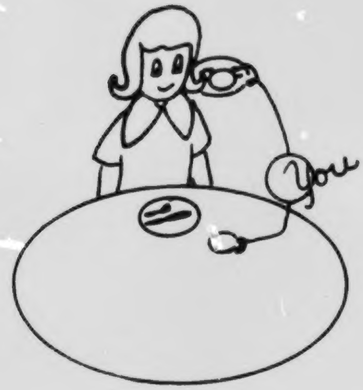
Pick up the salad plate with your left hand.



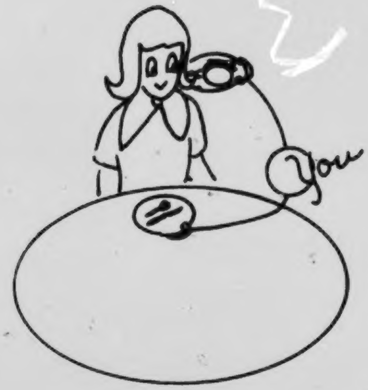
Place it on the dinner plate in your right hand.



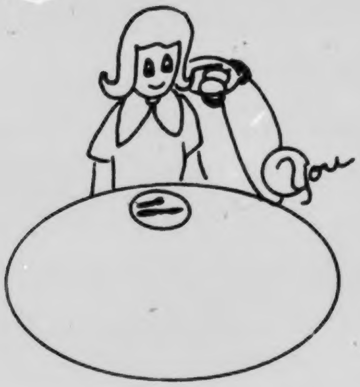
7. Go to the next cover. Pick up the salad plate first.



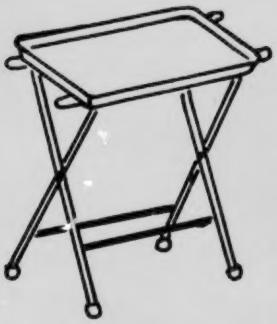
Place it on the other salad plate in your right hand.



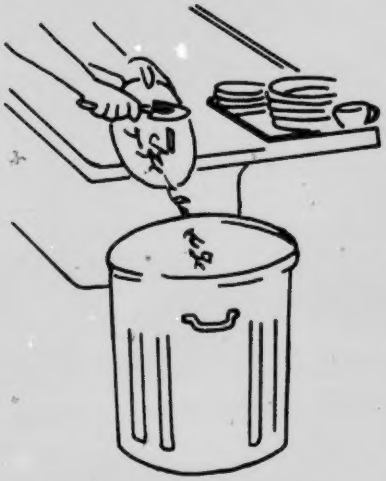
Pick up the dinner plate with your left hand.



8. Place all the dishes on a cart or tray. When the cart or tray is filled, take the dishes to the dishwashing AREA in the kitchen. This is the place where all the dishes are washed. This is where the dishwasher is.



Tray on Tray Stand



9. Scrape the dishes. Stack them and place them on the table in the dishroom area.

VOCABULARY:

finish (fin' ish)	-	to get to the end.
serving dishes (sėrv' ing dish' əs)	-	platters and bowls. You bring some foods to the tables in serving dishes.
scrape (skrāp)	-	to clean off.
area (ã̄r' ē ə)	-	a certain space in which a certain job is done.

ASSIGNMENT:

True or False:

1. __________ It is all right to clear the table before everyone is finished eating.

2. __________ Do not stack dirty dishes at the table.

3. __________ Dishes may be scraped at the table.

4. __________ Serving dishes should be removed from the table first.

5. __________ Remove all dishes from one cover at a time.

6. __________ Remove dishes from the left side of the person with your right hand.

7. __________ All the dishes should be removed from two covers before you place them on the cart.

8. __________ An area is a certain space in which a certain job is done.

UNIT VI - MEAL SERVICE

Serving Dessert and Clearing the Table — Lesson 5

OBJECTIVE: To learn how to serve dessert and how to clear the table after the meal.

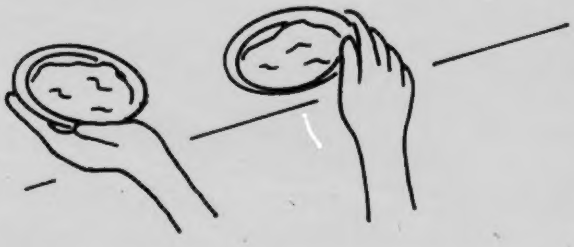
INFORMATION:

Our guests have eaten their meal. We have cleared the table.

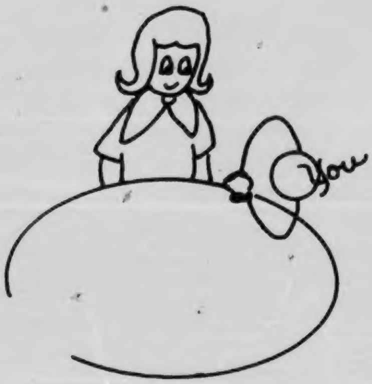
Now we are ready to serve dessert.

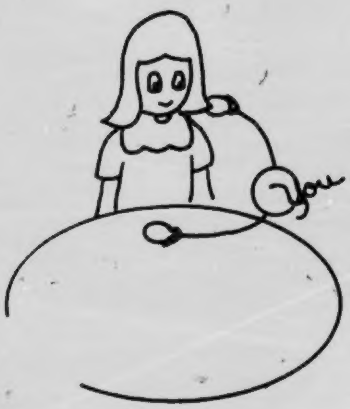
1. Bring the dessert to the dining room on a cart or tray.

2. Take one dessert in each hand.



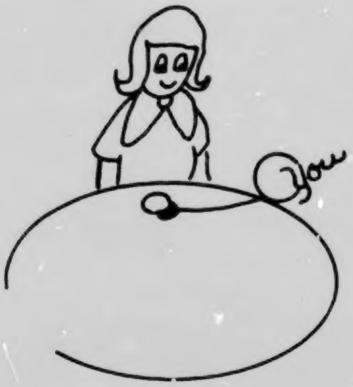
3. Serve the dessert from the left side of the guest. Use your left hand.



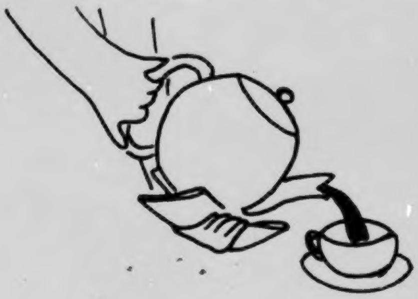


4. Go to the next cover. Take the dessert from your right hand into your left hand.

Serve the guest with your left hand.

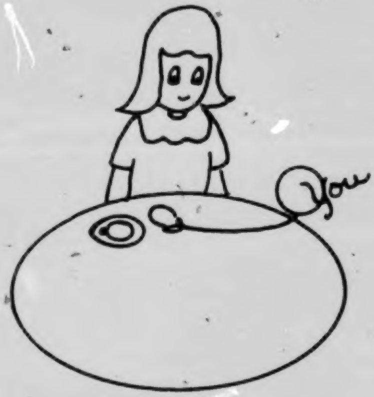


5. Continue until all the guests are served.



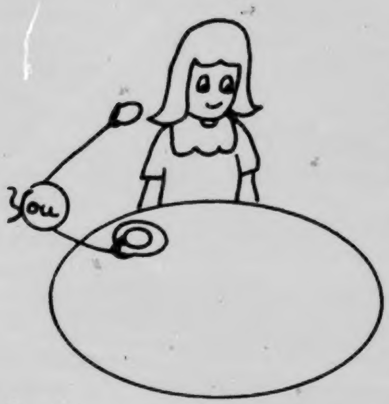
6. Refill coffee cups.

7. Be near to get anything a guest needs. Do not stand at the table to watch a guest eat.



8. When everyone has finished, remove the dessert dishes from the left side of the guest with your left hand.

9. Go to the right side of the guest, Remove the beverage cup or glass with the right hand.



10. Place the dessert dish and cup or glass on a tray or cart.

11. Leave all the water glasses on the table until the guests have left the dining room.

12. Continue removing dishes and any milk or iced tea glasses until all the tables are cleared.

13. Take these dishes and glassware to the kitchen. Empty the glasses and cups. Scrape the dishes. Place them on the table in the dishroom.

14. After the guests have gone, remove all the water glasses and SOILED napkins.

15. Use a clean, damp cloth to wash the tables. Dry the tables with a clean towel.

VOCABULARY:

dessert (di zėrt') - something that is served at the end of a meal.

continue (kən tin' ū) - keep doing something.

soiled (soild) - dirty or used.

ASSIGNMENT:

1. How do you serve the dessert?

2. Why should you not stand at the table and watch guests eat?

3. What piece of glassware do you leave on the table until the guests have gone?

4. What do you do after the guests have gone?

UNIT VII - USE AND CARE OF EQUIPMENT

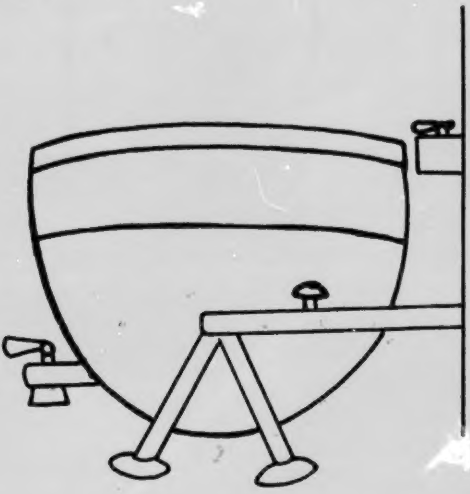
Steam Kettle Lesson 1

OBJECTIVE: To learn how to use the steam kettle.

INFORMATION:

The STEAM KETTLE is used for cooking and heating foods. We use the steam kettle to prepare gelatin and plain pudding.

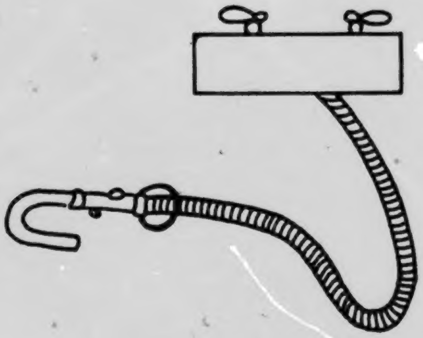
The steam kettle looks like this.



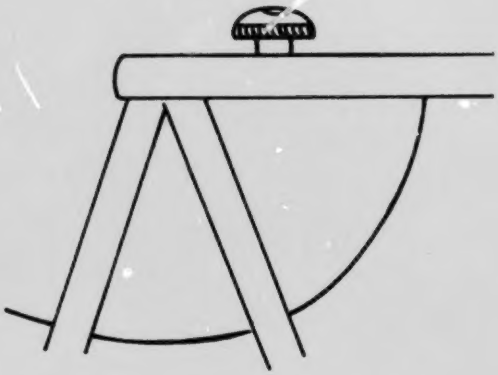
How to use the steam kettle.

DIRECTIONS: THINGS TO REMEMBER:

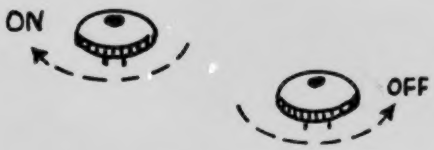
1. To put water in the kettle, use the FAUCET above the kettle.



2. Turn on the STEAM. Steam is a hot gas made from water. The steam heats the kettle.



Turn the knob at the side of the kettle.

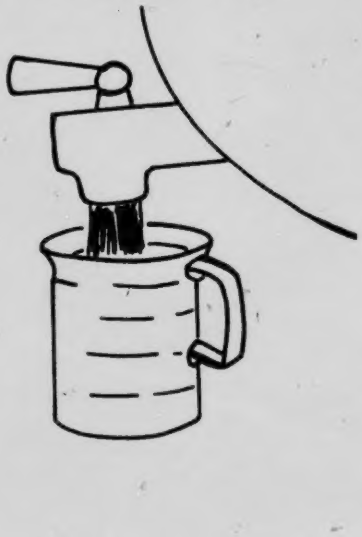


3. Stir the food in the kettle with a wooden paddle.

4. When the food is cooked, turn the steam off.

Be very careful. Do not stand against the kettle. It is hot! Do not burn yourself.

5. To remove the food from the kettle, turn the handle at the bottom. Or use a ladle to take out the food.

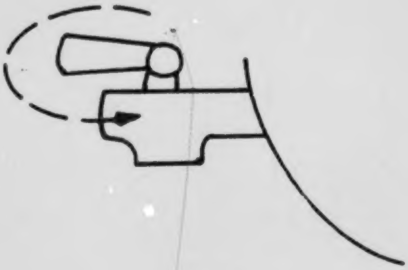


How to clean the steam kettle:

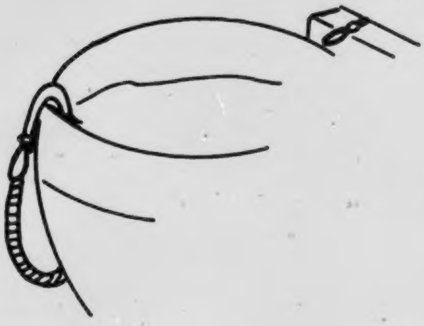
Things you will need:

- Stiff brush
- Detergent
- Clean cloths

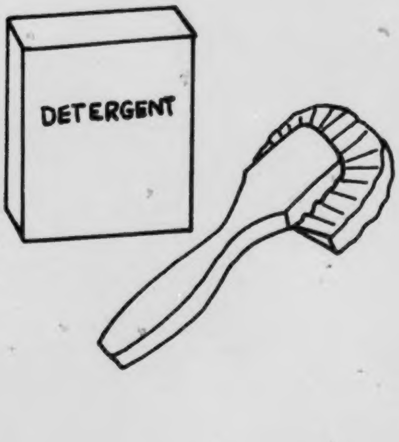
1. After all the food is out of the kettle, turn the handle at the bottom to close the kettle.



2. Fill the kettle with water.



3. Use a stiff brush and DETERGENT to wash the sides and bottom of the kettle. Drain the water out of the kettle.



4. Rinse the kettle with hot water. Dry the kettle.

5. Wipe off any spills on the outside of the kettle with a damp cloth.

VOCABULARY:

steam kettle (stēm' ket'l)	- a large pot used for cooking and heating foods.
faucet (fô' sit)	- place where you can get water. You turn a faucet on and off.
steam (stēm)	- water as a gas. This happens when water boils.
detergent (di tėr' jənt)	- a powder that is like soap and is used for cleaning.
drain (drān)	- to let the water (or other liquid) come out.

ASSIGNMENT:

1. For what do we use a steam kettle?

2. How do we put water in the steam kettle?

3. How is the steam kettle heated?

4. What do we use to stir food in the steam kettle?

5. Does the steam kettle become hot on the outside?

6. How do we take food out of the steam kettle?

7. What do you need to clean the steam kettle?

Refrigerators Lesson 2

OBJECTIVE: To learn about the refrigerator.

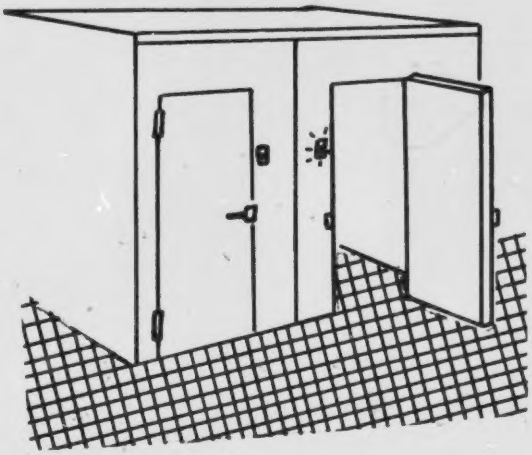
INFORMATION:

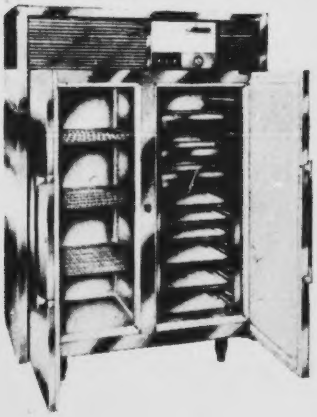
A refrigerator is a box to keep food cold. We must keep certain foods cold. Then bacteria will not grow fast on them and make the food bad. If this happened, people could become very sick from the food.

There are two kinds of refrigerators in the kitchen.

1. Walk-in refrigerator

   This refrigerator is a room. We can walk into it. We can put carts with food in this refrigerator. We can put food on large SHELVES in this refrigerator.





2. Reach-in refrigerator

   This refrigerator is smaller. It has places to hold trays of food.

How to keep the refrigerator clean:

1. Always put food in the proper places. There are certain areas for each kind of food in the refrigerators.

2. Always wipe up anything that has spilled in the refrigerators.

3. When wiping out the reach-in refrigerator, use SODA in the water. Never use soap to clean a refrigerator.

VOCABULARY:

refrigerator (ri frij' ər ā' tər)	-	a box used to keep food cold.
certain (sėr' tən)	-	some special ones but not all.
shelves (shelvz)	-	thin, flat things in cabinets and refrigerators to put things on.
soda (sō' də)	-	a white powder used in the water for cleaning refrigerators.

ASSIGNMENT:

1. Why do we need refrigerators?

2. Do bacteria grow fast on cold foods?

3. Name the two kinds of refrigerators in the kitchen.

4. What must we do when food is spilled in a refrigerator?

5. What do we use in the water to clean the reach-in refrigerator?

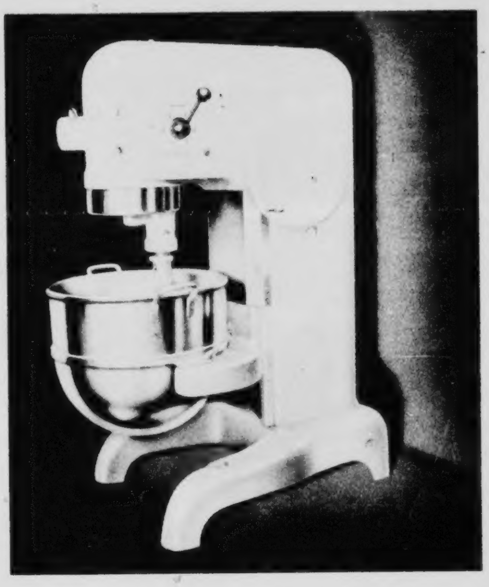
OBJECTIVE: To learn how to use the mixer.

INFORMATION:

The MIXER is used for mixing, beating, and whipping food. We will use the mixer when we make whipped cream.

The mixer has three parts:

1. Mixing bowls
2. Beaters
3. The machine

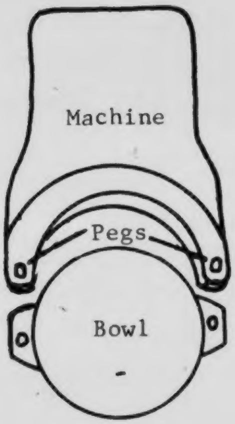


To use the mixer

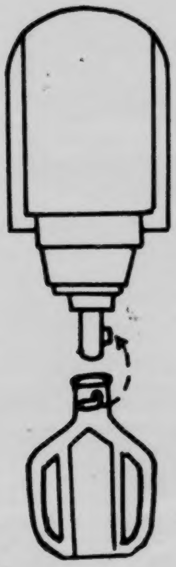
DIRECTIONS:

1. Put the bowl in place. There are holes in the bowl that fit over PEGS on the machine.

THINGS TO REMEMBER:

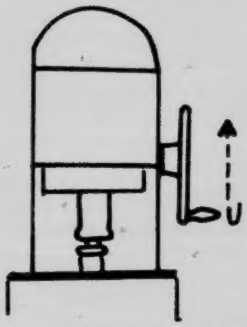


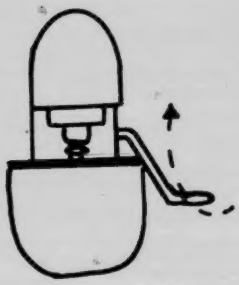
2. Put the beater into the beater-holder.



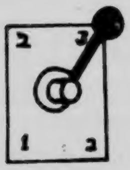
Turn so that the beater is TIGHT.

3. Raise the bowl by turning the large wheel or handle on the side.





4. Set the SPEED needed.



1. Slow mixing
2. MODERATE mixing
3. Fast mixing

5. Push the switch to start.

6. Stop the mixer to scrape the sides of the bowl.

DANGER

Never put your hands or other things in the mixer while it is working.

How to clean the mixer:

Things you will need: Detergent
Clean cloths

1. Be sure the MOTOR is OFF.

Be careful! Do not get hurt.

2. Remove the bowl and the beater.

3. Wash and dry the bowl and beater as soon as you can.

Food will dry on the bowl and beater and will be very hard to get off.

4. Wash and dry the machine.

VOCABULARY:

mixer (mik' sər)	-	a machine used for mixing, beating, and whipping food.
beater (bēt' ər)	-	a tool used for fast mixing and whipping.
peg (peg)	-	a small piece of metal that sticks out. A peg is used to hang things on or put things together.
tight (tīt)	-	very close, so it will not get loose.
speed (spēd)	-	how fast or slow something goes.
moderate (mod' ər it)	-	not too fast and not too slow.
switch (swich)	-	a thing used to turn a machine on and off.
motor (mō' tər)	-	the thing that makes a machine go.

ASSIGNMENT:

1. What work does a mixer do?

2. How do you keep the bowl in place?

3. Why do you turn the beater to make it tight?

4. How many speeds does the mixer have?

5. Do you need to clean the mixer?

6. Before you clean the mixer, be certain the motor is ________.

UNIT VII - USE AND CARE OF EQUIPMENT

Food Chopper

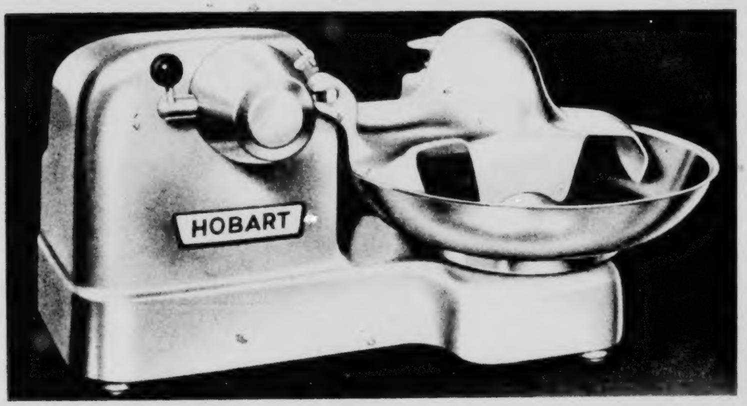
Lesson 4

OBJECTIVE: To learn how to use and clean the food chopper.

INFORMATION:

The FOOD CHOPPER is used to cut food into small pieces. We use the food chopper to prepare coleslaw. We also use the food chopper to prepare foods for sandwich fillings.

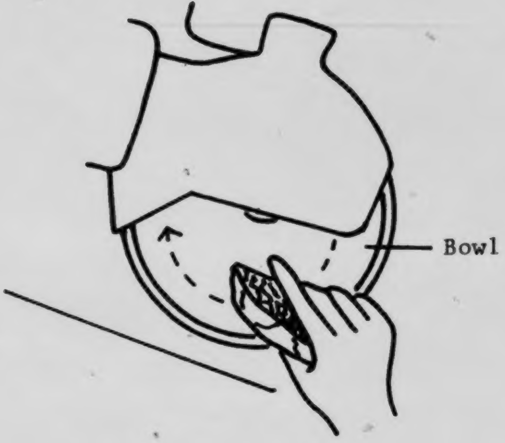
The food chopper has very sharp knives that cut the food into small pieces.



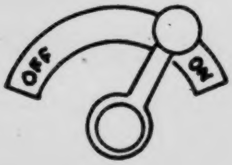
Courtesy of Hobart Mfg. Co.

How to use the food chopper:

1. Place the food to be chopped into the bowl. Do not put too much food into the bowl.



2. Turn on the machine. The bowl will turn when the machine is on.



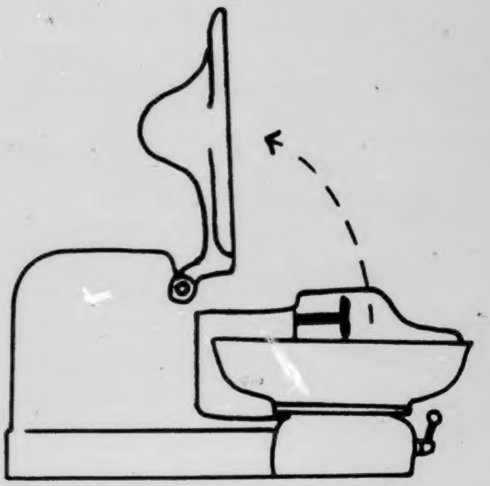
DANGER

Keep your fingers out of the bowl!!!

3. Let the bowl turn until all the food is chopped.

4. Turn off the machine.

5. Take the food out of the bowl. Lift the cover to get all the food out.

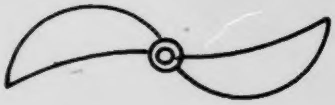


Be very careful not to cut yourself on the very sharp knives.

To clean the food chopper:

THINGS YOU WILL NEED: Clean cloths
Detergent

1. Remove the knives. Wash and dry them very carefully.



2. Remove the bowl. Wash and dry it.

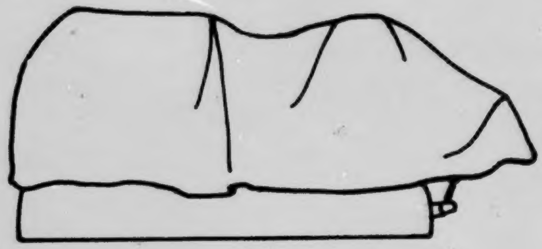
3. Use a damp cloth to wipe the machine. Dry it thoroughly.

4. Put the bowl back on the machine.

   Put the knives in the proper place.

   Be certain they are tight.

5. Put the cover down. Put a clean cloth over the machine.



VOCABULARY:

food chopper (füd chop' ər) - a machine that cuts food into small pieces.

thoroughly (thėr' ō li) - as much as is needed.

ASSIGNMENT:

1. Name some foods we cut in the food chopper.

2. Why must we be very careful when using the food chopper?

3. Do you start the machine before or after the food is put in the bowl?

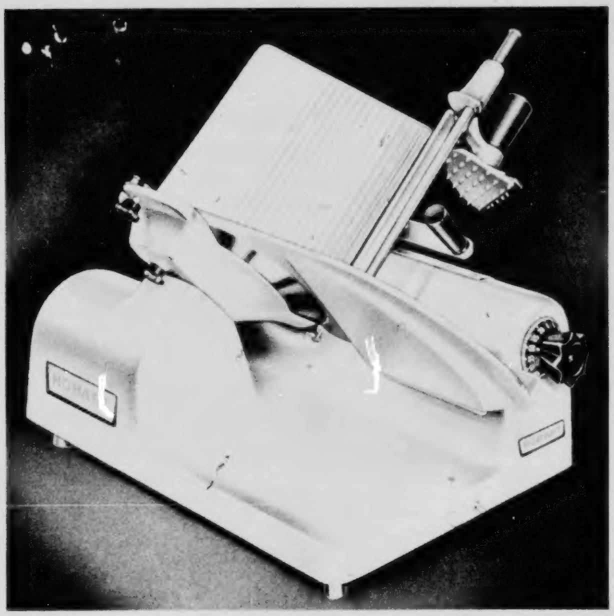
UNIT VII - USE AND CARE OF EQUIPMENT

Food Slicer Lesson 5

OBJECTIVE: To learn how to use and clean the food slicer.

INFORMATION:

The FOOD SLICER is used to cut meat, cheese, and other foods into slices. We use the food slicer to cut slices of meat and cheese for sandwiches.



Courtesy of Hobart Mfg. Co.

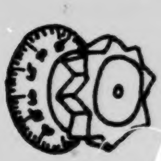
The food slicer has a very sharp round blade. This does the cutting.

How to use the food slicer

DIRECTIONS:

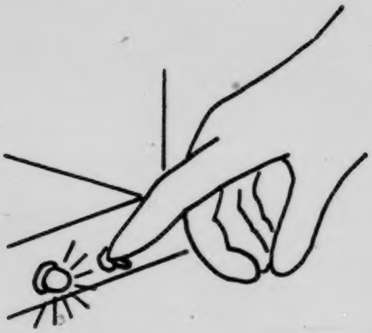
1. Set the size of slice you will cut. The black DIAL on the side of the machine sets the size.

THINGS TO REMEMBER:

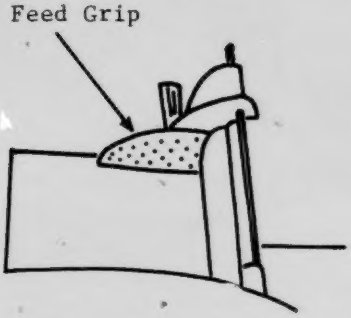


To make thicker slices, we use larger numbers.
To make thinner slices, we use smaller numbers.

2. Turn on the machine.



3. Cut the number of slices of food you need. Use the feed grip. This holds the food, so you will not cut your hand.

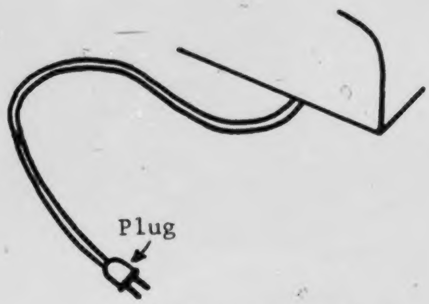


Keep your hands away from the blade. It is very sharp! You could cut yourself very badly.

How to clean the food slicer

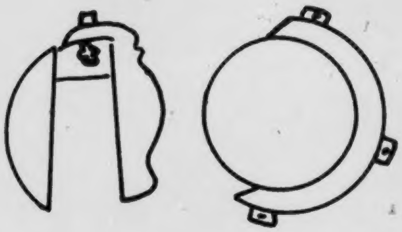
THINGS YOU WILL NEED: Clean cloths
Detergent

1. Be certain the motor is OFF. Pull out the plug.

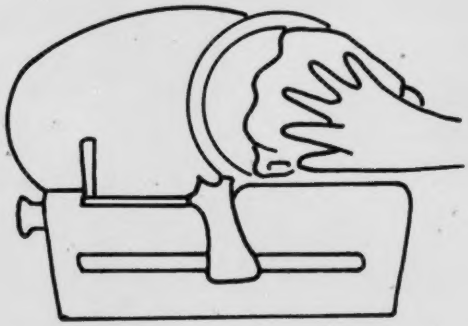


Unplug the cord.

2. Remove the covers that fit over the blade. Wash and dry the covers thoroughly.



3. Clean the blade with hot, soapy water. Rinse and dry it well.



Be very careful not to cut yourself.

DANGER

4. Put the cover back over the blade.

Remember the blade is very sharp and someone could get cut very badly. It is very important that you cover the blade at once.

5. Wash the machine and the table it is on. Dry them.

VOCABULARY:

food slicer (füd slīs' ər)	-	a machine used to cut meat, cheese, and other foods into slices.
dial (dī' əl)	-	a round, flat plate with marks on it and a pointer. You can make things bigger or smaller by moving the pointer.
feed grip (fēd' grip')	-	a thing that holds something very tight and pushes it (feeds it) into a machine.

ASSIGNMENT:

1. What foods do you cut on a food slicer?

2. How do you make the slices thicker?

3. How do you make the slices thinner?

4. What does the blade on the food slicer look like?

5. What is the first thing you should do before you clean the food slicer?

6. Do you remove the blade on the food slicer to clean it?

UNIT VII - USE AND CARE OF EQUIPMENT

Toaster Lesson 6

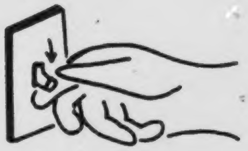
OBJECTIVE: To learn how to use and clean the toaster.

INFORMATION:

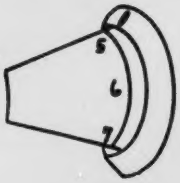
Toast is served at breakfast. Toast is made in a TOASTER. It must be made just before it is served. We want to serve the toast as hot as we can.

To make toast we must follow these steps:

1. Turn the toaster ON. The switch is on the side of the toaster.

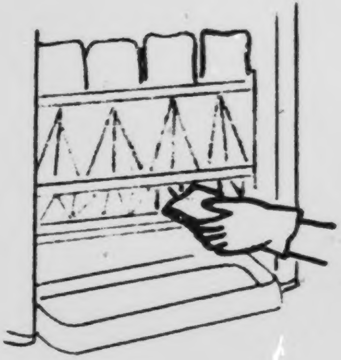


2. Set the dial on the side of the toaster to #5. The toaster must heat for about 15 minutes before it is hot enough to toast the bread.

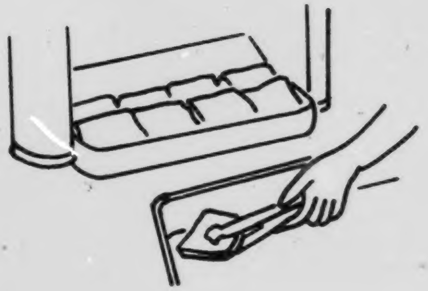


3. Put one slice of toast in the toaster. Let it toast to see if the toaster is set at the right temperature. If it is toasted too much, turn the dial to #4. If it is toasted too little, turn the dial to #6.

4. WEAR PLASTIC GLOVES to place slices of bread on the RACKS.



5. When the toast falls into the CRUMB tray at the bottom of the toaster, pick it up with the tongs. Place it in a flat pan or on plates to be served in the dining room.



6. When breakfast is over, turn the toaster OFF.

7. When the toaster has cooled, empty the crumbs from the crumb tray. Wash and dry the crumb tray. Wipe the outside of the toaster with a damp cloth. Dry the toaster.

VOCABULARY:

toaster (tōs' tər) - a machine used to toast bread.

glove (gluv) - a covering for the hand. A plastic glove is made out of a smooth, strong material.

rack (rak) - a small open shelf to put things on.

crumb (krum) - a very small piece of bread, cake, or other food. The crumb tray catches crumbs that drop.

ASSIGNMENT:

1. How long should the toaster heat before you begin making toast?

2. What would you do if the toast is burned?

3. Do you put the toast in the toaster with your fingers?

4. What is the crumb tray?

5. To make the toast darker, you set the dial to a ________ number.

UNIT VIII - SPECIAL HELPS FOR FOOD PREPARATION

Measurement — Lesson 1

OBJECTIVE: To learn how to measure foods.

INFORMATION:

Food PREPARATION is making food ready for people to eat. Your work as a Food Service Worker is to help prepare some foods. Before you can prepare food, you must know about MEASUREMENT.

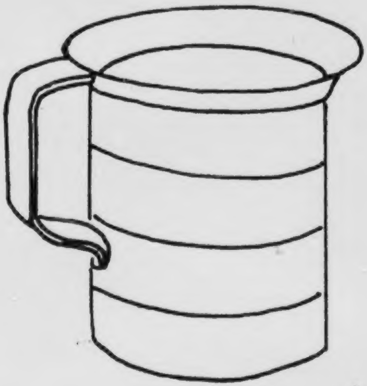
To measure you need some tools. These tools are called small equipment.

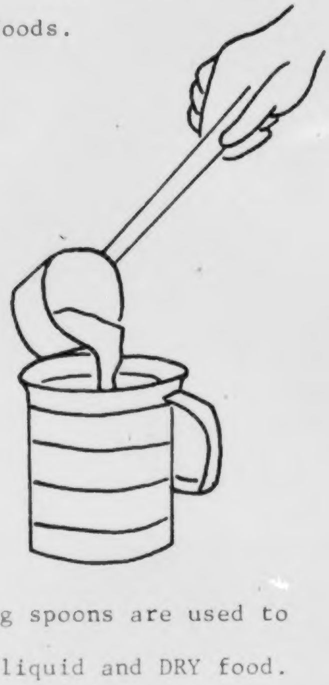
Let's learn about some small equipment used to measure.

1. MEASURES are METAL CONTAINERS.

They come in five sizes:
Gallon
½ Gallon
Quart
Pint
Cup

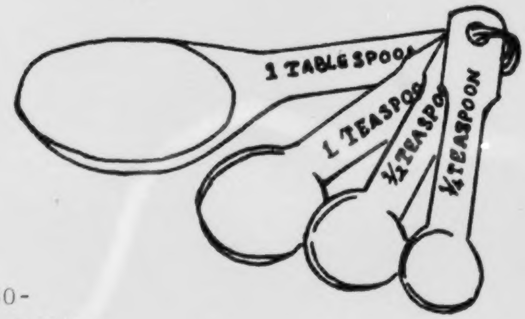
They are used to measure LIQUID foods.



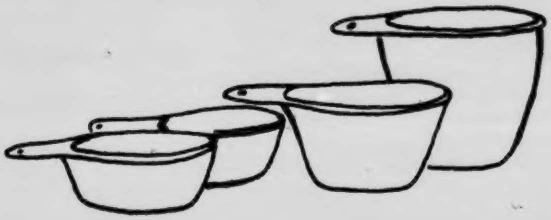


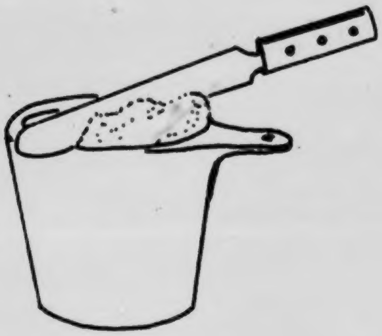
The rings on the measure show how much liquid is in it. You should fill it up to the ring you need.

2. Measuring spoons are used to measure liquid and DRY food. They come in four sizes.

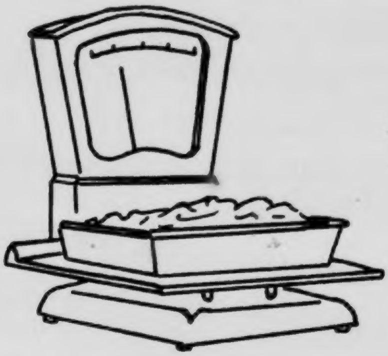


3. Stacked measuring cups are used to measure dry foods. They come in four sizes.





4. When you measure dry foods, you must always be sure to level off the dry food with a SPATULA.



5. A SCALE is also used to measure dry foods.

VOCABULARY:

preparation (prep' ə rā' shən)	- preparing or making something.
measurement (mezh' ər mənt)	- finding the size or how much there is of something.
metal (met' l)	- smooth and shiny, like tin; not glass, paper, wood, or plastic.
container (kən tān' ər)	- a box, can, jar, or anything used to hold things.
liquid (lik' wid)	- anything that flows or pours; anything wet.
ring (ring)	- anything round; a circle.
dry (drī)	- not wet or sticky.
level (lev' l)	- to make flat.
spatula (spach' ů lə)	- a tool with a long blade that can bend.
scale (skāl)	- a piece of equipment used to find out how heavy something is.

ASSIGNMENT:

1. What is measurement?

2. What kinds of small equipment do we use to measure liquid foods?

3. What kinds of small equipment do we use to measure dry foods?

4. Why must we level off dry food when we measure it?

5. Why don't we have to level off liquids when we measure them?

UNIT VIII - SPECIAL HELPS FOR FOOD PREPARATION

Abbreviations Lesson 2

OBJECTIVE: To learn about abbreviations.

INFORMATION:

An ABBREVIATION is a short way to write a word. We use many abbreviations in food service. You will need to learn the abbreviations. You must know them to do your work.

ABBREVIATIONS:

1. teaspoon --- tsp. or t.
2. tablespoon --- tbsp. or T.
3. cup --- c.
4. pint --- pt.
5. quart --- qt.
6. gallon --- gal.
7. ounce --- oz.
8. pound --- lb.
9. few grains --- f.g.
10. number --- no. or #
11. dozen --- doz.
12. temperature --- temp.
13. degree --- °
14. with --- c̄
15. hour --- hr.

VOCABULARY:

abbreviation (ə brē' vi ā' shən) - a short way to write a word.

ASSIGNMENT:

1. What is an abbreviation?

2. Write the abbreviations for:

   a. teaspoon ____________
   b. cup ____________
   c. quart ____________
   d. tablespoon ____________
   e. pound ____________
   f. gallon ____________
   g. ounce ____________
   h. pint ____________
   i. degree ____________
   j. hour ____________
   k. temperature ____________
   l. with ____________
   m. number ____________
   n. few grains ____________
   o. dozen ____________

UNIT VIII - SPECIAL HELPS FOR FOOD PREPARATION

Abbreviations — Lesson 2

OBJECTIVE: To learn about abbreviations.

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VOCABULARY:

abbreviation (ə brē' vi ā' shən) - a short way to write a word.

ASSIGNMENT:

1. What is an abbreviation?

2. Write the abbreviations for:

   a. teaspoon ____________

   b. cup ____________

   c. quart ____________

   d. tablespoon ____________

   e. pound ____________

   f. gallon ____________

   g. ounce ____________

   h. pint ____________

   i. degree ____________

   j. hour ____________

   k. temperature ____________

   l. with ____________

   m. number ____________

   n. few grains ____________

   o. dozen ____________

UNIT VIII - SPECIAL HELPS FOR FOOD PREPARATION

Equivalents Lesson 3

OBJECTIVE: To learn equivalents you will use in food service.

INFORMATION:

We have learned about the tools used to measure. Now we must learn how some of these tools can measure the same AMOUNT. We can save time in food preparation if we know EQUIVALENTS.

Equivalents are equal things: 4 is the equivalent of 2 + 2.

Equivalents are different ways to get the same amount of something.

EQUIVALENTS:

Dry foods

1) 3 teaspoons = 1 tablespoon
2) 16 tablespoons = 1 cup
3) 16 ounces = 1 pound
4) 1 dozen = 12 (pieces)

Liquid foods

1) 3 teaspoons = 1 tablespoon
2) 2 tablespoons = 1 ounce
3) 8 ounces = 1 cup
4) 2 cups = 1 pint
5) 4 cups = 1 quart
6) 2 pints = 1 quart
7) 4 quarts = 1 gallon

VOCABULARY:

amount (ə mount') - how much of something.

equal (ē' kwəl) - the same.

equivalents (i kwiv' ə lənts) - equal things; different ways to get the same amount of something.

ASSIGNMENT:

1. What does "amount" mean?

2. What are equivalents?

3. Can we save time if we use equivalents?

4. Give the equivalents:

   a. 1 tbsp. = ______ tsp.

   b. 1 pt. = ______ c.

   c. 1 c. = ______ tbsp.

   d. 1 gal. = ______ qt.

   e. 1 qt. = ______ pt.

   f. 1 c. = ______ oz.

   g. 1 lb. = ______ oz.

   h. 1 oz. = ______ tbsp.

5. How many eggs in a dozen eggs?

UNIT VIII - SPECIAL HELPS FOR FOOD PREPARATION

The Recipe   Lesson 4

OBJECTIVE: To learn about a recipe.

INFORMATION:

Before you can prepare food, you must know what to do. The RECIPE tells you what to do. It tells you the way to make something to eat.

The INGREDIENTS are foods used in a recipe. There are two or more ingredients in all recipes. The AMOUNT tells you how much of each ingredient to use in making the recipe. You must measure the right amount of each ingredient.

The recipe also tells you how to make the food by giving you DIRECTIONS. The directions tell you when to add each food and how to MIX it. The directions also tell you what to do with the food after it is mixed.

A recipe looks like this:

Gelatin Dessert

YIELD: 200, ½-cup servings

Ingredients	Amount
Gelatin, powder mix	5 packages
Water	5 gallons

Directions:

1. Boil 2½ gallons of water.
2. Add the boiling water to the gelatin. Stir to dissolve.
3. Add 2½ gallons cold water. Stir.
4. Place in refrigerator to set.

VOCABULARY:

recipe (res' ə pē)	- the way to make something to eat.
ingredient (in grē' di ənt)	- a food used in a recipe.
direction (də rek' shən)	- a telling how to do something.
mix (miks)	- to put together or stir together.
yield (yēld)	- how much of a certain food you will have when it is ready to serve.

ASSIGNMENT:

1. Why do you need a recipe to prepare some foods?

2. What part of a recipe tells you how to prepare the food?

3. What are ingredients?

4. What does the yield tell you?

UNIT VIII - SPECIAL HELPS FOR FOOD PREPARATION

Following a Recipe — Lesson 5

OBJECTIVE: To learn how to follow a recipe.

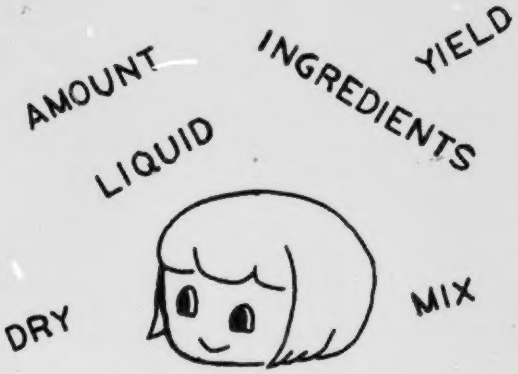
INFORMATION:

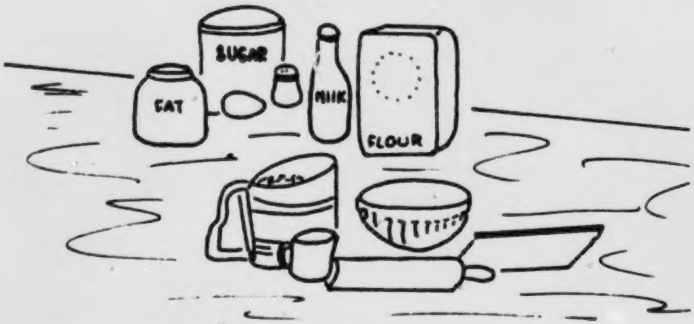
You will want your food to taste good. It is very important that you follow the recipe EXACTLY. Know what you are to do before you begin. Do not guess!

We must follow these rules:

1. Read the whole recipe before you start to prepare the food.

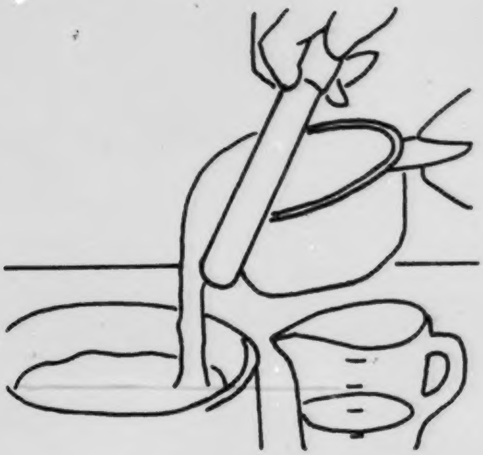
2. Be sure you know all the words and amounts before you begin.


AMOUNT
INGREDIENTS
YIELD
LIQUID
DRY
MIX


SUGAR
FAT
MILK
FLOUR

3. Get out all the equipment and food you will need. Do this before you start to prepare the food.

4. Use exact measurements.



DIRECTIONS
1.
2.
3.
4.

5. Follow each direction in ORDER.
Do step number 1.
Then do step number 2.
Order is how one thing follows another.

VOCABULARY:

exactly	(eg zakt' li)	- perfectly or just right.
guess	(ges)	- to think something may be right but not to know it is right.
order	(ôr' dər)	- the way one thing follows another.
step	(step)	- something you do in a certain order.

ASSIGNMENT:

True or False

1. ________ It is very important that we follow the recipe exactly.

2. ________ You do not need to read the recipe before you begin.

3. ________ You need to know all the words and amounts before you begin.

4. ________ You need to follow each direction in order.

5. ________ You get each ingredient out when you need to add it to the other ingredients.

UNIT IX - DESSERT PREPARATION

Gelatin — Lesson 1

OBJECTIVE: To learn how to prepare gelatin.

INFORMATION:

A DESSERT is something that is served at the end of a meal. There are many kinds of desserts. One dessert we will prepare is GELATIN. To make gelatin for 200 people we need:

Ingredients:

5 PACKAGES of Gelatin
5 gallons of Water

Small Equipment:

1 gallon Measure
1 large Mixing Bowl
1 Wire Whip
5 Cake Pans

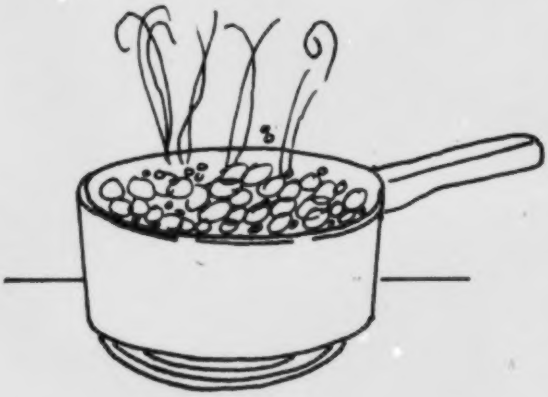
Large Equipment:

Steam Kettle
Refrigerator

DIRECTIONS:

1. BOIL 2½ gallons of water in the steam kettle. To boil water, we must heat it until it bubbles.

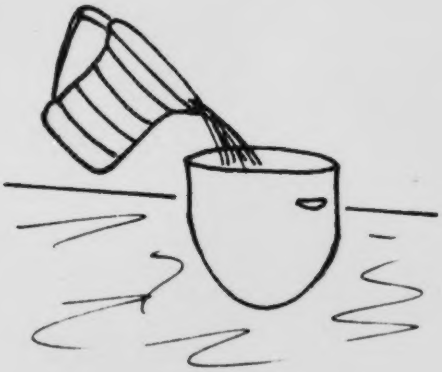
THINGS TO REMEMBER:



TO BOIL

The water must be very hot to DISSOLVE the gelatin powder.

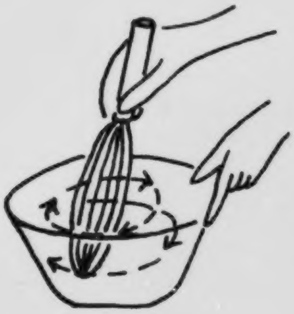
2. Place the gelatin powder in the large bowl. Add the boiling water.



Be careful not to burn yourself.

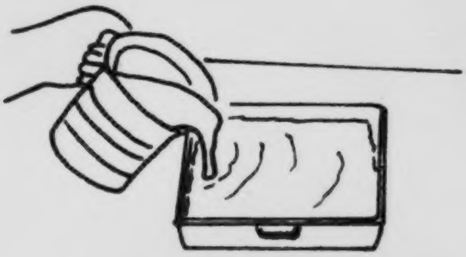
3. Stir with the wire whip until all the powder is dissolved.

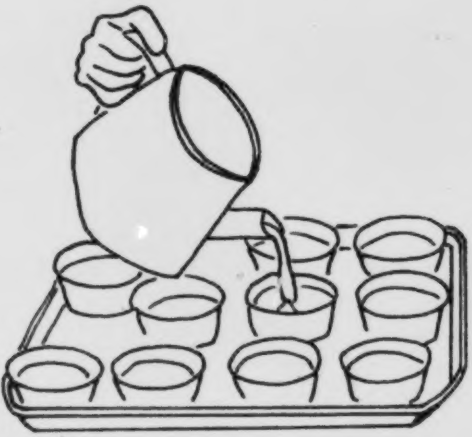
4. Now add 2½ gallons of cold water. Stir.



TO STIR

5. Put 1 gallon of the MIXTURE into each cake pan.





You could also pour ½ cup of the mixture into INDIVIDUAL dessert dishes or paper dishes.

6. Place each pan in the refrigerator to SET. To set is to become firm. Gelatin becomes firm as it cools in the refrigerator.

VOCABULARY:

dessert (di zért')	- something that is served at the end of a meal.
gelatin (jel' ə tən)	- a dessert made from a special powder.
package (pak' ij)	- something wrapped and tied or sealed.
whip (hwip)	- a tool to stir and beat food.
boil (boil)	- to heat a liquid until it bubbles.
dissolve (di zolv')	- to make a powder melt into a liquid.
mixture (miks' chər)	- two or more things mixed together.
individual (in' də vij' ü əl)	- for one only.
set (set)	- to become firm.
firm (fėrm)	- not liquid and not too soft.

ASSIGNMENT:

1. What is a dessert?

2. What is gelatin?

3. Why do you need boiling water to make gelatin?

4. What is a mixture?

5. Why do you place the gelatin in the refrigerator?

UNIT IX - DESSERT PREPARATION

Plain Pudding — Lesson 2

OBJECTIVE: To learn how to make plain pudding from a mix.

INFORMATION:

To make plain PUDDING for 200 people you will need:

Ingredients:

5 packages of pudding MIX
5 gallons of Milk

Small Equipment:

1 gallon Measure
1 Wire Whip
1 Mixing Bowl
1 Rubber Scraper
2 Counter Pans
1 Wooden Paddle

Large Equipment:

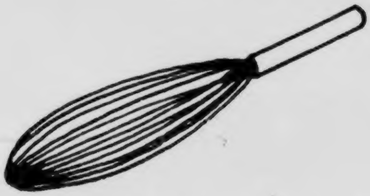
Steam Kettle

DIRECTIONS:

1. Place 1 gallon of cold milk and 5 packages of pudding mix in the mixing bowl.

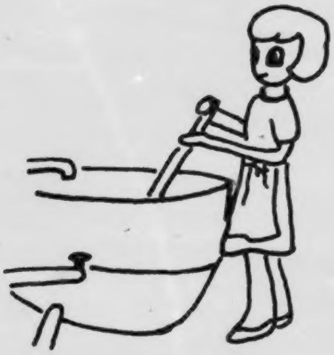
2. Measure 4 gallons of milk into the steam kettle.

THINGS TO REMEMBER:



Use a wire whip to stir the mixture. Be certain it is smooth, not lumpy.

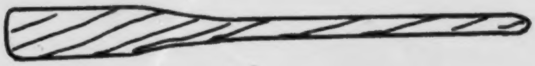
Be certain to use exact measurements.



3. Heat the milk.

Be careful not to burn yourself on the steam kettle.

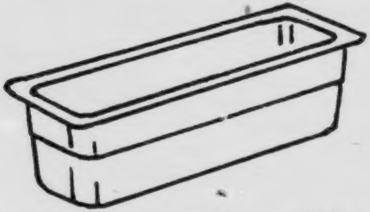
4. Add the smooth cold mixture slowly to the hot milk. Stir CONSTANTLY with the wooden paddle.



If you do not stir the mixture, it will be lumpy. It may also burn on the side of the steam kettle.

The mixture will THICKEN as it cooks. To thicken is to become more firm and less liquid.

5. Turn off the heat. Pour the mixture into the counter pans.



6. Cool the pudding.

Be sure to cover the pudding with a clean cloth or paper while it is cooling.

VOCABULARY:

pudding (pud' ing) - a soft, sweet cooked dessert.

mix (miks) - a dry mixture that comes in a package.

smooth (smüTH) - without bumps or lumps.

constantly (kon' stənt li) - all the time, without stopping.

thicken (thik' ən) - to become firm and less liquid.

ASSIGNMENT:

1. What do you use to measure the milk?

2. Why do you need to mix the pudding mix with cold milk first?

3. How do you heat the milk?

4. Why do you need to stir the mixture constantly as it cooks?

UNIT IX - DESSERT PREPARATION

Whipped Topping — Lesson 3

OBJECTIVE: To learn how to prepare whipped toppings.

INFORMATION:

WHIPPED TOPPING is something you add to a dessert. It makes the dessert look pretty.

Whipped topping may be cream that has been beaten with a beater to make it thick. It may be a special mix in a package, or frozen in a can. Sugar and vanilla are added to the topping to make it taste good. VANILLA is a liquid flavoring made from the beans of the vanilla plant.

To whip the topping we need:

Ingredients:

2 quarts fresh cold Cream 1 cup Sugar 2 tbsp. Vanilla	or	Whipped Topping Mix Cold Milk Vanilla

Small Equipment:

Rubber Scraper
1 cup Measure
Measuring Spoons

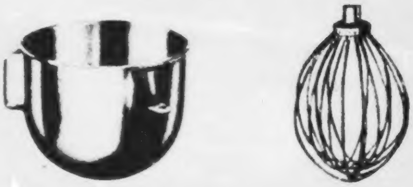
Large Equipment:

Small Mixer

DIRECTIONS:

1. Cool the mixing bowl and beater in the refrigerator.

THINGS TO REMEMBER:



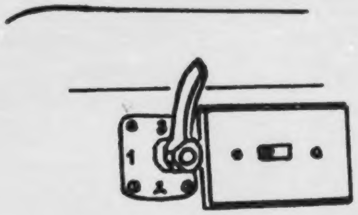
The topping will not whip well if it becomes warm.

2. Empty the 2 quarts of cream or topping mix and milk into the bowl. Put the mixer on the slowest speed. Begin to whip the topping.

The mixer must go slow at first, so the topping does not get all over the kitchen!

3. When the topping starts to thicken, turn the mixer to a higher speed.

4. Watch the topping all the time.



1 - Slow mixing
2 - Fast mixing
3 - Very fast mixing

If it whips too long, it will become dry. Whipped cream can become lumpy if it whips too long.

5. Slowly add the sugar. (Package mixes do not need sugar.) Next, add the vanilla.

6. The whipped topping should look white, light, and fluffy.

VOCABULARY:

whipped cream (hwipt krēm) - cream that has been beaten a lot with a beater to make it thick.

topping (top' ing) - something extra that goes on top of a dessert.

vanilla (və nil' ə) - a liquid flavoring made from the beans of the vanilla plant.

flavoring (flāv' ər ing) - something you mix into food to give it a special taste.

fluffy (fluf' i) - soft and very light, with tiny spaces in it.

ASSIGNMENT:

1. Where do we use whipped topping?

2. Why should the bowl and beater be cold?

3. If you start whipping too fast, where does the topping go?

4. What do you add to the topping when it is thick?

5. If you whip the topping too long, it will get __________ or __________.

UNIT IX - DESSERT PREPARATION

Fresh Fruit

Lesson 4

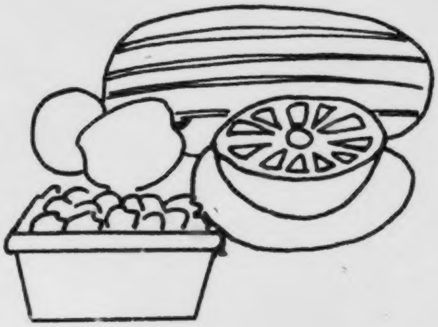
OBJECTIVE: To learn how to prepare fresh fruit.

INFORMATION:

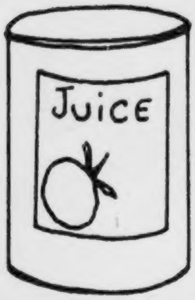
FRUIT is the part of certain plants that you can eat. FRESH fruit is fruit as it is picked. It has not been cooked. Fresh fruit adds color to the meal. Fresh fruit is a very good dessert.

We must be careful when preparing the fruit. The fruit will look bad if you BRUISE it. You may bruise the fruit if you squeeze it or drop it.

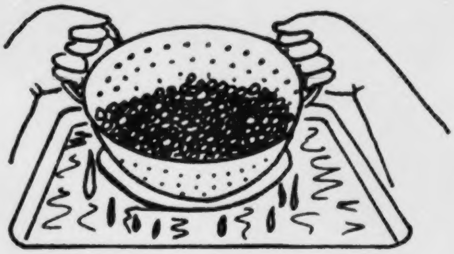
To prepare all fresh fruit we must follow certain rules:

DIRECTIONS:	THINGS TO REMEMBER:
1. Wash all fruit to remove the dirt.	 Be careful not to bruise the fruit.
2. Put the fruit in the refrigerator.	
3. REMOVE the PEEL and cut the fruit just before the fruit is to be served.	Not all fruit needs to be cut. Some fruits have peel that is good to eat.

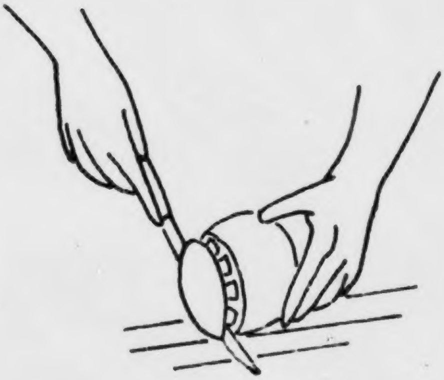
4. Fresh apples, bananas, peaches, and pears turn dark when they are cut. Dip them into lemon juice or pineapple, orange, or grapefruit juice. This will keep the fruit from turning dark.



5. Put berries in a colander. Remove any bad berries. Wash by lifting up and down in cold water. DRAIN.

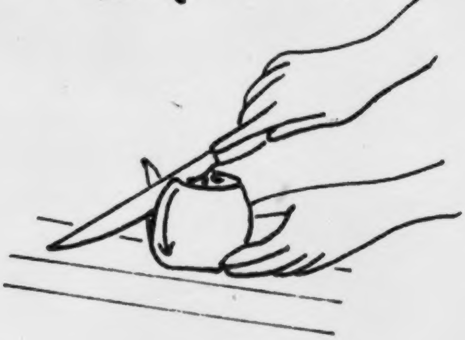


6. Place CITRUS fruit on a cutting board. Some citrus fruits are oranges, lemons, and grapefruits. Citrus fruits have many SECTIONS.

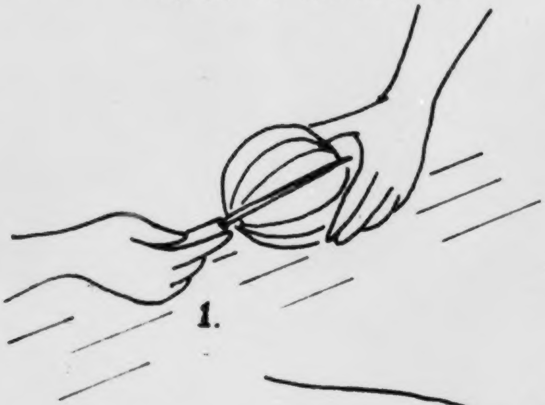


Use a sharp knife to cut a thick SLICE from each end. You should be able to see the inside of the fruit.

Cut off the peel from top to bottom. Remove only the peel and the white part under the peel.



A. TO SECTION, cut between two sections from the outside to the center. Turn the knife and cut along the other side of the section from the center to the outside.



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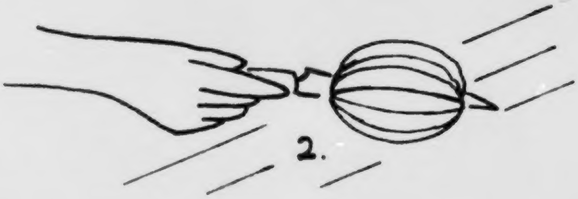

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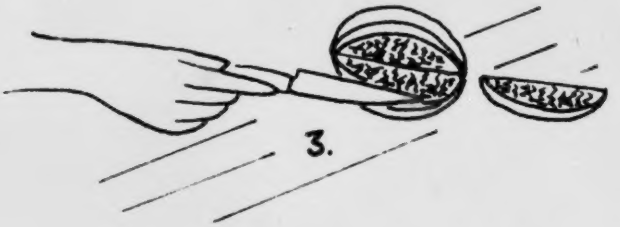
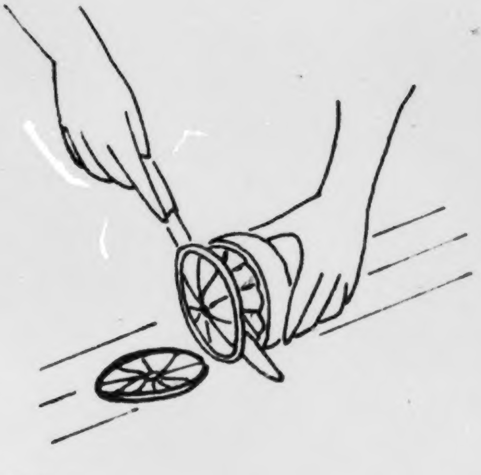


3.

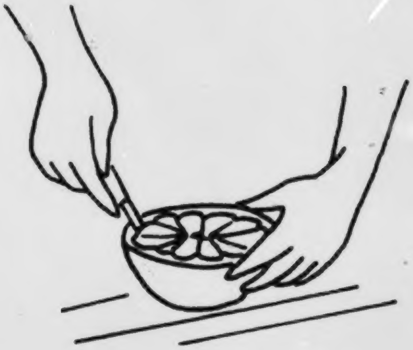
Be careful not to cut yourself!

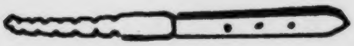
B. To SLICE, lay the fruit on its side and cut ½-inch slices.



7. Grapefruit may also be washed, then cut in half.

Use a grapefruit knife to cut around each section.





VOCABULARY:

fruit (früt) - a part of certain plants you can eat.

fresh (fresh) - new, not cooked.

bruise (brüz) - to hurt so the skin turns dark.

remove (ri müv') - to take off or take away.

peel (pēl) - the skin or outside of something.

colander (kol' ən dər) - a bowl with many small holes in it.

drain (drān) - to let all the liquid run off.

citrus (sit' rəs) - a certain kind of fruit -- like grapefruits, oranges, lemons, and tangerines.

section (sek' shən) - a small piece of citrus fruit.

section (sek' shən) - to cut into sections or small pieces.

slice (slīs) - a thin, flat piece cut from something.

slice (slīs) - to cut into thin, flat pieces.

ASSIGNMENT:

1. Name some fresh fruits.

2. What is the first thing you must do to all fruit?

3. Is it important to keep fruit in the refrigerator? Why?

4. What is a peel?

5. What can you do to keep some fruits from turning dark?

6. Name three citrus fruits.

UNIT X - SALAD PREPARATION

Salads | Lesson 1

OBJECTIVE: To learn about salads.

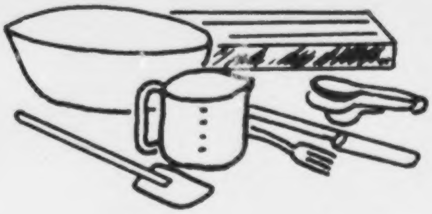
INFORMATION:

A SALAD is a food usually served cold. Most salads are made from fruits or VEGETABLES. Salads add color and FLAVOR to a meal. They are usually served with DRESSING.

Some salads contain meat, cheese, or eggs. These salads are called MAIN COURSE salads. They are the biggest part of the meal.

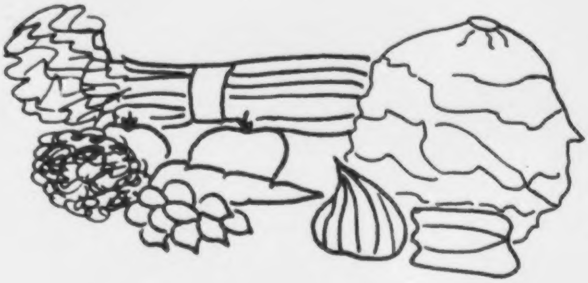
To make salads we must follow certain steps.

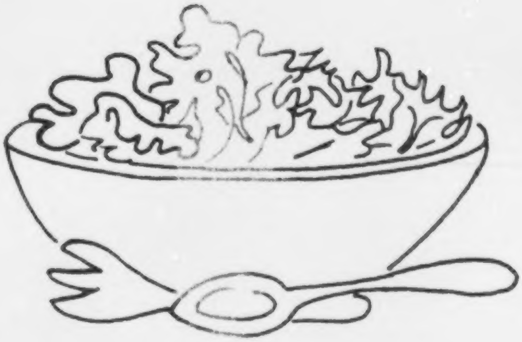
1. Find the recipe for the salad you are to prepare.



2. Get all the ingredients and equipment you will need.

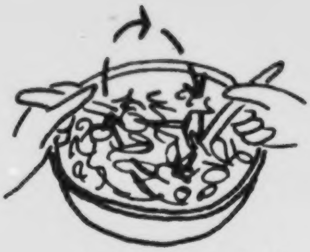
3. Be certain all the ingredients are fresh and clean.





4. When you prepare the salad, remember it is to add flavor to the meal. Cut the ingredients into bite-size pieces. Keep the ingredients cold.

5. Do not stir or TOSS the salad too much. To toss something is to mix it lightly.



TOSSING a salad

VOCABULARY:

salad (sal' əd) - a food, usually cold, that adds flavor and color to a meal.

vegetable (vej' tə bl) - a plant or part of a plant used for food.

flavor (flā' vər) - the taste.

dressing (dres' ing) - a liquid food or food-mixture that is added to a salad to give extra flavor.

main course (mān kôrs) - the biggest part of a meal.

toss (tôs) - to mix lightly.

ASSIGNMENT:

1. What is a salad?

2. What is dressing?

3. All the ingredients in a salad should be ___________.

4. How big should each ingredient in a salad be cut?

5. Fruits and vegetables are parts of ___________.

UNIT X - SALAD PREPARATION

Relishes — Lesson 1

OBJECTIVE: To learn about relishes and how to make them.

INFORMATION:

A RELISH is a kind of salad. Relishes are foods served with other foods to add color and flavor to the meal.

We will learn to make carrot and celery sticks. These are relishes. These are also simple salads.

To make carrot sticks:

Ingredients:

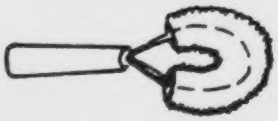
- Carrots

Small Equipment:

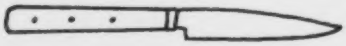
- Stiff Brush
- Peeler
- Paring Knife
- Utility Knife
- Cutting Board

DIRECTIONS:

1. Wash the carrots to remove all the dirt.

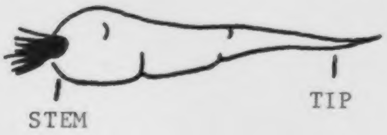


2. Cut off the stem and tip with a paring knife.

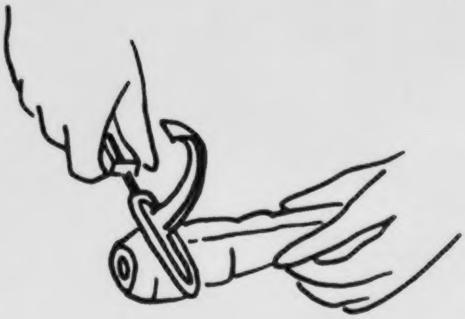


THINGS TO REMEMBER:

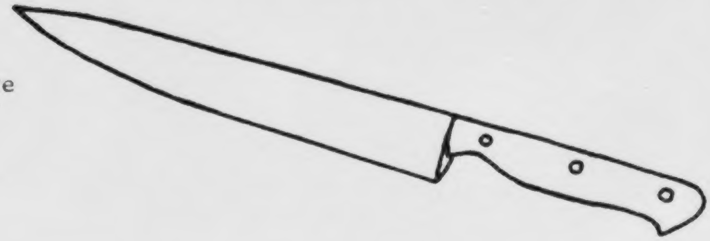
Fill the sink with cool, not cold, water. Wash each carrot THOROUGHLY with a brush.



3. Peel each carrot, using a peeler.



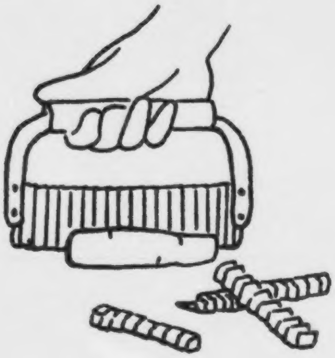
Always cut away from yourself.



4. When all the carrots are peeled, use a utility knife to cut them into strips.

Always use a cutting board for cutting. Keep your fingers out of the way!

A garnisher may also be used for cutting carrots.



To prepare celery sticks:

Ingredients:

Celery

Small Equipment:

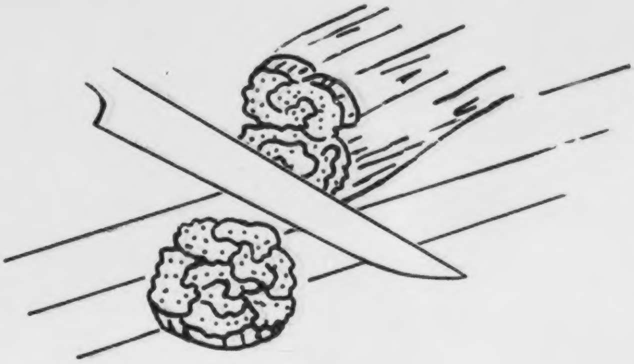
Same equipment used to prepare carrot sticks.

DIRECTIONS:

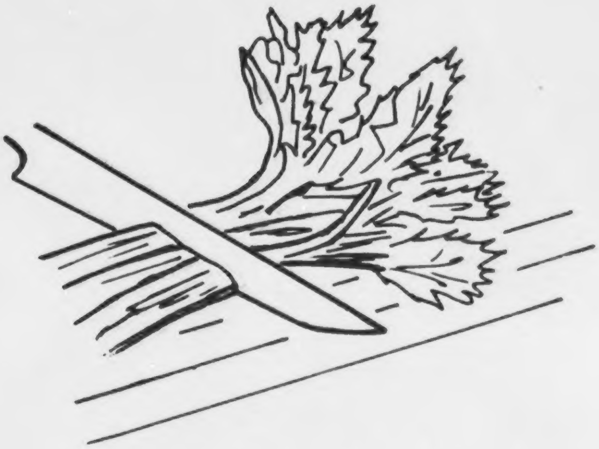
THINGS TO REMEMBER:

1. Cut the bottom from the celery to SEPARATE the stalks.

2. Wash the celery as you wash carrots.

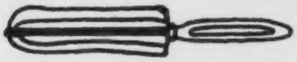


3. Cut away leaves and DAMAGED parts.

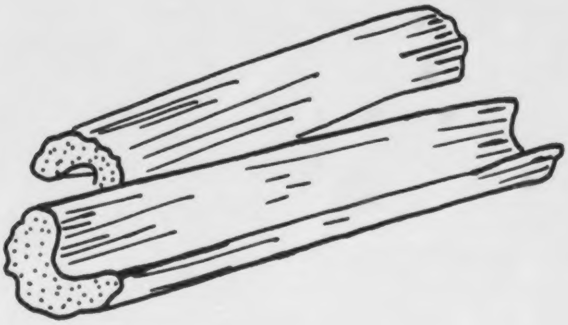


Save the leaves. Give them to the Cook. He will use them in soups and other foods.

4. Use a peeler to remove any STRINGY portions.



5. Cut into sticks about 3 to 4 inches long.



Place the carrot and celery sticks in ice water for one to two hours. Ice water is made by putting ice cubes in cold water. Putting the carrot and celery sticks in the ice water will make them CRISP.

VOCABULARY:

relish (rel' ish)	-	a food served with other foods to add color and flavor.
simple (sim' pl)	-	plain and easy to make.
pare (pãr)	-	to peel, cut away a small part.
utility (ū til' ə ti)	-	usefulness. A utility knife can be used for many different things.
thoroughly (thėr' ō li)	-	very well; as much as is needed.
peel (pēl)	-	to take the skin off.
separate (sep' ə rāt)	-	to take something apart.
stalk (stôk)	-	stem.
damage (dam' ij)	-	to hurt or spoil something.
stringy (string' ē)	-	having hard parts that look like strings.
crisp (krisp)	-	hard, fresh, easy to break.

ASSIGNMENT:

1. What are relishes?

2. What do you use to wash carrots and celery?

3. What do you use to peel a carrot?

4. Why do you always cut away from yourself?

5. Why do you use a cutting board?

6. How do you make the celery and carrot sticks crisp?

UNIT X - SALAD PREPARATION

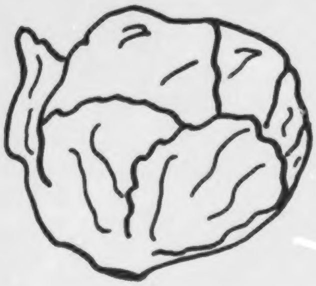
Greens Lesson 3

OBJECTIVE: To learn about salad greens and how to prepare them.

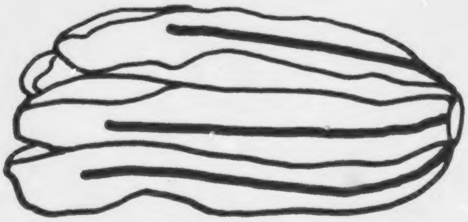
INFORMATION:

Salad GREENS are leafy vegetables used in salads. Greens give salads color, TEXTURE, and flavor.

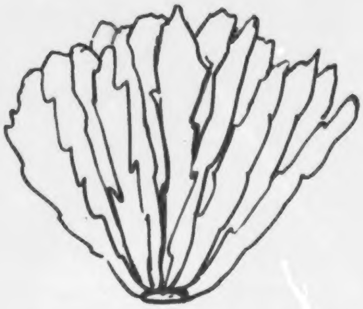
Let's learn about some greens.



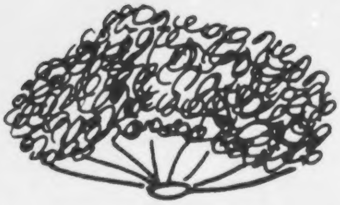
1. Head Lettuce
(hed let' is)



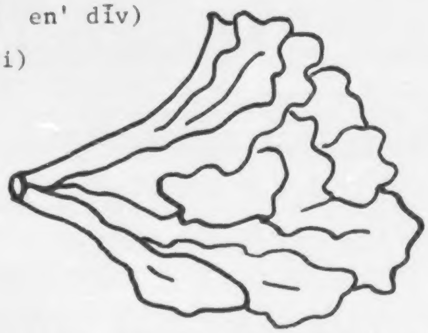
2. Romaine (rō mān')



4. Escarole (es' kə rōl)



3. Curly Endive (kėr' lē en' dīv)
or Chicory (chik' ə ri)



5. Leaf Lettuce (lēf let' is)

To prepare greens we must:

DIRECTIONS:	THINGS TO REMEMBER:
1. Wash all greens thoroughly under running cool water.	Never soak greens! This makes the greens limp.
2. Remove any damaged or DISCOLORED leaves.	
3. Let all the water drain from the greens.	Shake lightly.
4. Place the greens in a plastic bag. REFRIGERATE for several hours to make them crisp.	

VOCABULARY:

greens (grēnz)	-	leaves and stems of plants used for food. All greens are vegetables.
texture (teks' chər)	-	how something feels when you touch it or eat it -- soft, firm, or crisp.
soak (sōk)	-	to keep in water for a long time.
limp (limp)	-	soft and hanging down.
discolored (dis kul' ərd)	-	having the color changed or spoiled.
refrigerate (ri frij' ər āt)	-	to keep something cool in a refrigerator.

ASSIGNMENT:

1. Name five greens used in salads.

2. Soaking greens makes them ________.

3. Refrigerating greens makes them ________.

UNIT X - SALAD PREPARATION

Tossed Salad — Lesson 4

OBJECTIVE: To learn how to make tossed salad for 200 people.

INFORMATION:

Tossed salad is made from greens and other RAW vegetables. It is a salad that is served very often.

To make tossed salad for 200 people we will need:

Ingredients:	Amount:
Head Lettuce	6
Escarole or Chicory	3
Romaine or Leaf Lettuce	3
Cucumbers	4
Radishes	3 bags
Onions	2 large
Tomatoes	20

Small Equipment:

- Cutting Board
- Paring Knife
- Large Mixing Bowl
- Utility Knife
- Peeler

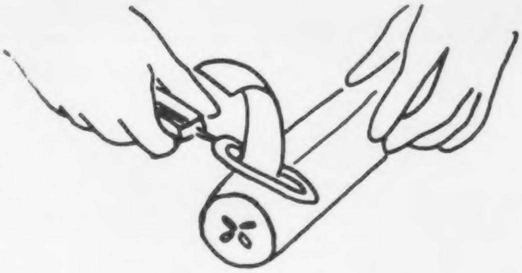
DIRECTIONS:

1. Wash and prepare all the greens. Place them in a large mixing bowl.

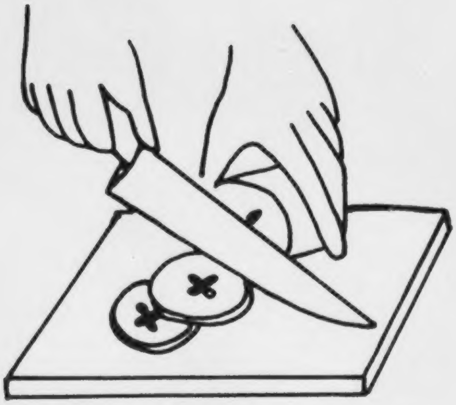
THINGS TO REMEMBER:

It is always better to tear greens, not cut them.
The pieces should be bite-size.

2. Wash the cucumbers. Peel the cucumbers, using the peeler.

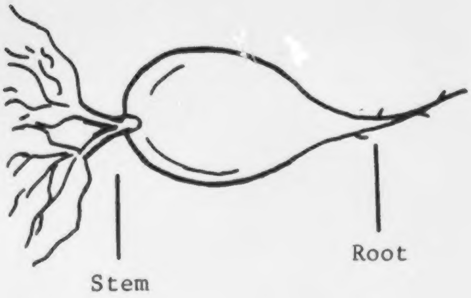


3. Use the utility knife to slice the cucumbers.

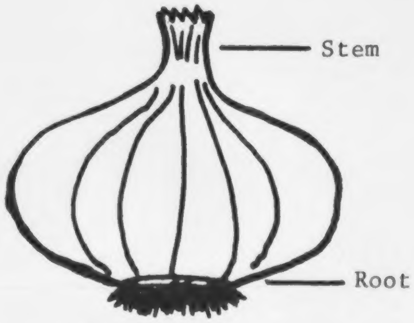


Always use a cutting board. Keep your fingers out of the way!

4. Cut the stem from each radish. Use a paring knife. Wash the radish and cut it into thin slices. Hold the radish by the root to slice.

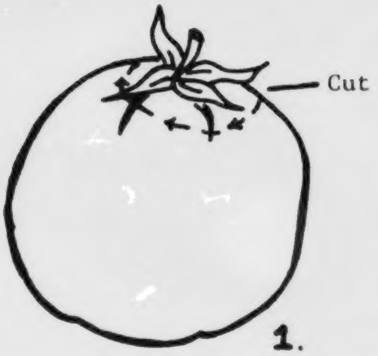


5. Use the utility knife to cut the root from each onion. Remove the thin skin from each onion. This skin looks like thin brown paper. Cut the onion into thin slices.

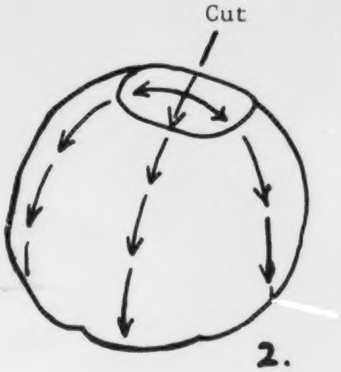


The slices can be separated into rings.

6. Wash each tomato carefully. Then use a paring knife to remove the stem and any bad spots.



Use a utility knife to cut the tomato into WEDGES.



7. Place all the salad ingredients in the refrigerator. Cover them with a damp cloth.

This will keep the salad ingredients crisp.

8. Just before serving the salad, add the dressing. Toss the salad very lightly.

Too much mixing will make the salad soggy and limp.

VOCABULARY:

raw (rô)	-	not cooked.
root (rüt)	-	the part of a plant that grows down into the ground and holds the plant in place.
wedge (wej)	-	something that is wide along one side and comes to an edge on the other side.
damp (damp)	-	just a little wet.
soggy (sog' i)	-	very wet, soaked.

ASSIGNMENT:

1. What kind of vegetables are used for tossed salad?

2. Is it better to tear or cut salad greens?

3. What tool do you use to slice cucumbers?

4. How do you keep the salad fresh and crisp before it is served?

5. When do you add the dressing to the salad?

6. A piece of tomato and a section of citrus fruit are both shaped like a _________.

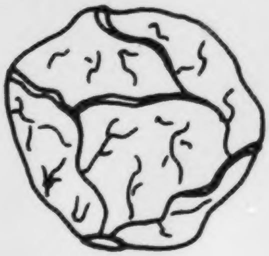
UNIT X - SALAD PREPARATION

Coleslaw — Lesson 5

OBJECTIVE: To learn how to make coleslaw.

INFORMATION:

COLESLAW is a salad made from raw CABBAGE. Cabbage is a green vegetable. It grows in a head.



To make coleslaw for 200 people we need:

Ingredients:	Amount:
Cabbage	10 large heads
Salad Dressing	1 gallon
Salt	1/3 cup

Small Equipment:

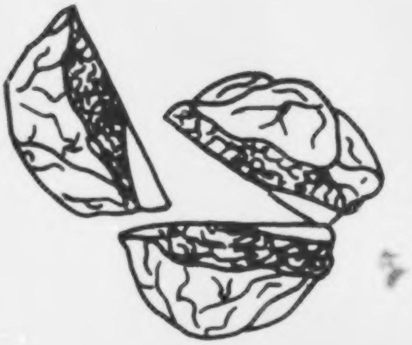
- Utility Knife
- Cutting Board
- Large Mixing Bowl
- Serving Spoon - Solid
- Rubber Scraper
- 1/3 c. Measuring Cup

Large Equipment:

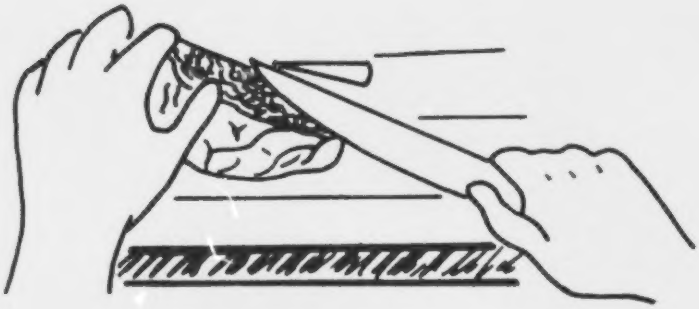
- Food Chopper

DIRECTIONS:	THINGS TO REMEMBER:
1. Remove the outside leaves from each head of cabbage.	These leaves are the heavy, dark leaves.
2. Wash the cabbage. Wash in the same way you wash greens.	Use cool water. Do not soak.

3. Cut each head of cabbage into 4 or 6 pieces.

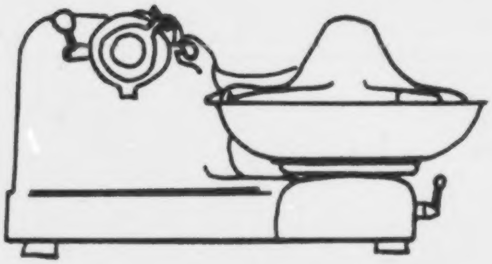


4. Remove the hard white center.



Always use a cutting board.

5. Use the food chopper to SHRED the cabbage.



Keep your fingers away from the machine when it is ON.

Place the shredded cabbage in a large bowl.

6. Add salt and salad dressing to the shredded cabbage. Mix it well. Place the coleslaw in the refrigerator.

VOCABULARY:

coleslaw (kōl' slô') - a salad made from raw cabbage.

solid (sol' id) - made without any holes.

shred (shred) - to cut into small, narrow pieces.

ASSIGNMENT:

1. What vegetable is used to make coleslaw?

2. How do you shred the cabbage for coleslaw?

3. Why must you be careful when you use the food chopper?

4. Why do you need a solid serving spoon?

5. Why do you need a rubber scraper?

UNIT XI - SANDWICH PREPARATION

Sandwiches Lesson 1

OBJECTIVE: To learn about sandwiches.

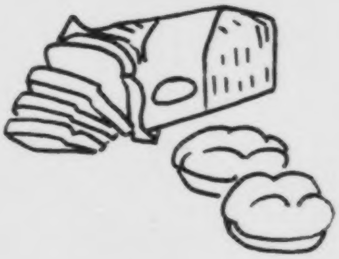
INFORMATION:

A SANDWICH is a food made with bread and some type of meat, cheese, or other food. We will learn about cold sandwiches. There are also hot sandwiches. Hot sandwiches are usually prepared by the Cook.

Cold sandwiches are made with three main ingredients.

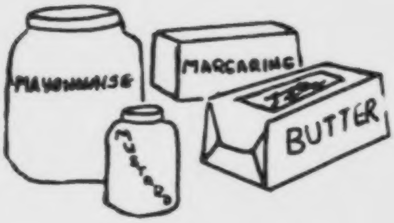
1. BREAD

The bread may be white, whole wheat, or rye. Sometimes rolls or buns are used for sandwiches. The bread should be fresh and soft, not old and dry.



2. SPREAD

The spread is butter or MARGARINE put on the bread. The spread should be soft, but not melted. Melted spread soaks the bread and makes it soggy. Sometimes mayonnaise or mustard is used as spread.

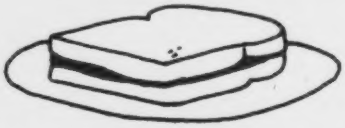


3. FILLING

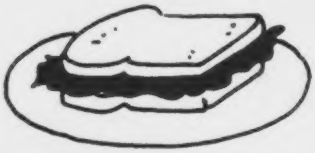
The filling is the main part of the sandwich. Some fillings are:

- a. Sliced meat or cheese
- b. Meat, fish, or egg salad
- c. Cream cheese alone or mixed with other food
- d. Peanut butter alone or mixed with other food
- e. Jelly alone or mixed with other food

The filling should always cover all of the bread. It should not hang over the edges of the bread.



RIGHT



WRONG

VOCABULARY:

sandwich (sand' wich)	-	two or more slices of bread with meat, cheese, or other food between them.
spread (spred)	-	a food like butter or margarine used on bread.
margarine (mär' jə rin)	-	a food made of fats and vegetable oils. It may be used instead of butter.
filling (fil' ing)	-	a food like meat, cheese, or egg salad used in a sandwich.

ASSIGNMENT:

1. What are the three main ingredients in all sandwiches?

2. Name some spreads used for sandwiches.

3. Who usually makes hot sandwiches?

UNIT XI - SANDWICH PREPARATION

Sandwiches - Equipment Lesson 2

OBJECTIVE: To learn what equipment is needed to make sandwiches.

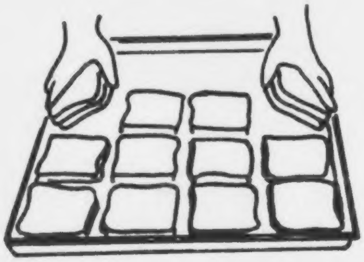
INFORMATION:

We will make many sandwiches. We must learn to work QUICKLY. To work quickly and to do our work the right way, we must use the proper equipment.

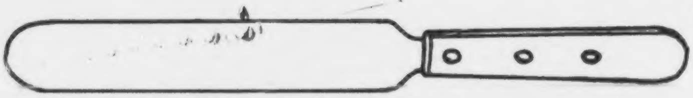
Let's look at this equipment.

1. Large Trays

These are used to lay out the slices of bread. In this way we can work faster.



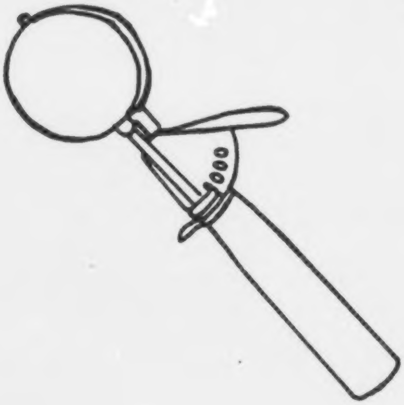
2. Spatula



The spatula is used to SPREAD the butter or margarine. It is also used to spread some fillings to the edges of the bread.

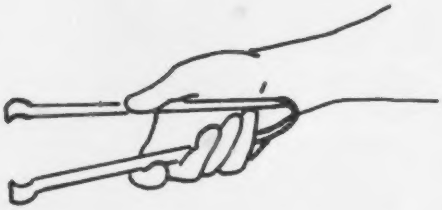
3. Scoop

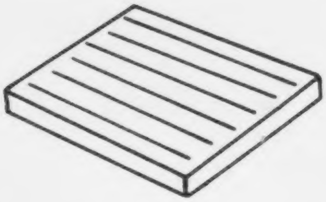
Scoops are used to place fillings like egg salad on the bread. We use a scoop to portion the filling. In this way all the sandwiches will have the same amount of filling in them.



4. Tongs

Tongs are used to place slices of meat or cheese on the bread.



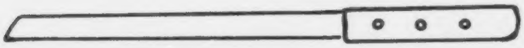


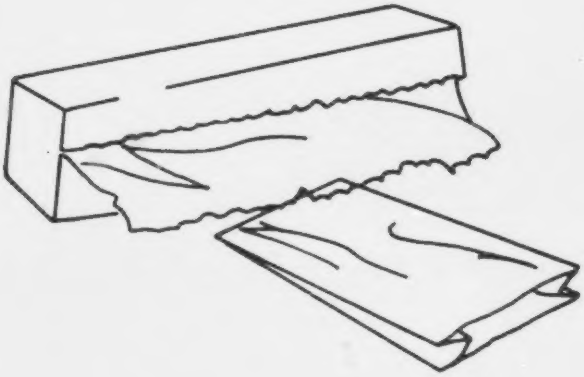
5. Cutting Board

The sandwiches are placed on the cutting board to be cut in half.

6. Thin, Sharp Knife

This is used to cut the sandwiches in half.





7. Wax Paper, Plastic Film and Sandwich Bags

These are used to wrap the sandwiches after we have made them. These will keep the sandwiches fresh.

VOCABULARY:

wax paper (waks pā' pər) - a thin paper with a shiny side.

plastic film (plas' tik film) - something that looks like paper but is very, very thin plastic.

spread (spred) - to cover with a thin covering, like butter.

wrap (rap) - to cover a thing up by folding something around it. Also, a tight covering.

ASSIGNMENT:

1. ____________________ are used to lay out the slices of bread.

2. We use a ____________________ to spread the spread and filling.

3. Why do we use a scoop to place some fillings on the bread?

4. How do we keep the sandwiches fresh?

UNIT XI - SANDWICH PREPARATION

Making Sandwiches Lesson 3

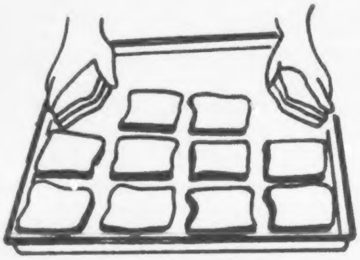
OBJECTIVE: To learn about making sandwiches on an assembly line.

INFORMATION:

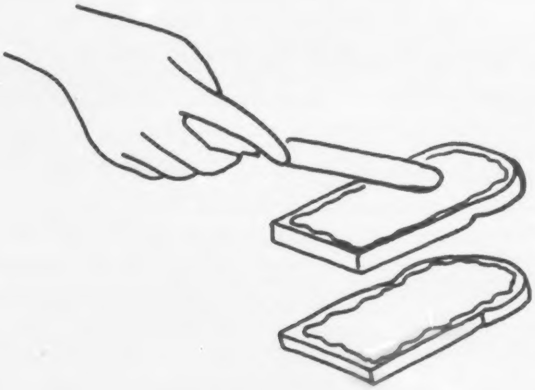
When we have many sandwiches to make, we must do it quickly. We learned that the proper equipment is important. Now let's see how four people can make many sandwiches quickly.

To do this we will use an ASSEMBLY LINE. This is a way to do our work. Each worker has one special job to do. When he has finished his special job, he passes the work to the next worker.

Worker #1 - Place slices of bread
in four rows on a large tray.
Slide tray to Worker #2.

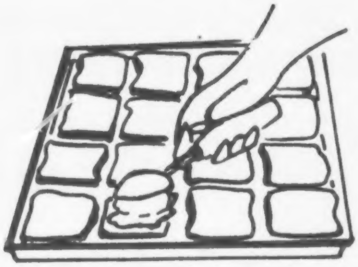


Worker #2 - Spread soft butter
on each slice of bread.
Use a spatula.
Slide the tray to Worker #3.

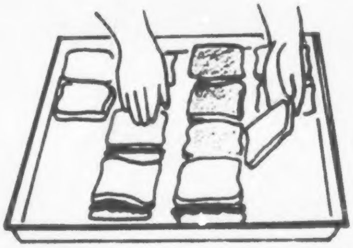


Worker #3 - Place the filling on the second and third rows of bread. Use a scoop for soft fillings. Use a tongs for slices of meat or cheese.

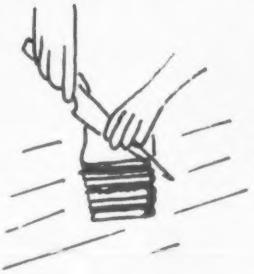
Slide the tray to Worker #4.



Worker #4 - Close the sandwiches. Use both hands. Turn slices of bread from rows 1 and 4 over the filled bread in rows 2 and 3.



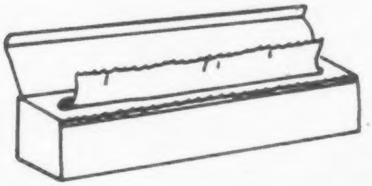
Place 3 sandwiches in a stack. Lay the stack on the cutting board. Slice through the stack. Begin wrapping each sandwich in plastic film.



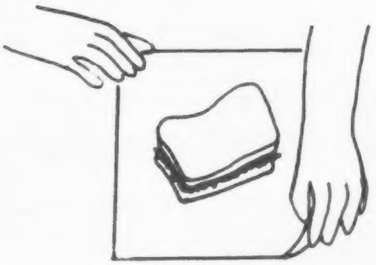
When each worker has finished his special job, he will help Worker #4 wrap the sandwiches.

This is how you wrap sandwiches.

1. Tear a sheet of plastic wrap from the roll.

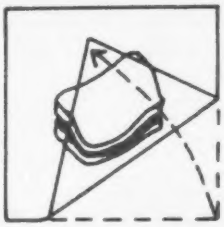


2. Lay the film flat on the counter. Place a sandwich on the wrap.

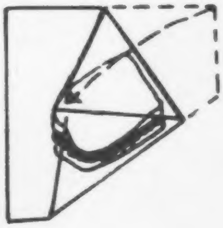


3. Bring the corners over the bread, one at a time.

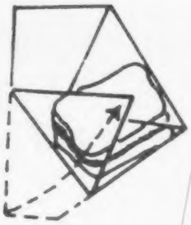
A.



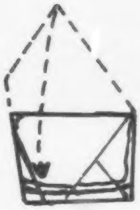
B.



C.



D.



Place the sandwiches in the refrigerator after they are wrapped.

VOCABULARY:

assemble (ə sem' bl)	-	put parts of things together to make a whole thing.
assembly line (ə sem' blē līn)	-	a row of workers. Each worker has a certain job to do in making something.
slide (slīd)	-	to push smoothly along without lifting.

ASSIGNMENT:

1. What is an assembly line?

2. How many rows of bread do we place across each tray?

3. What tool do we use to spread butter?

4. When do we use a tongs?

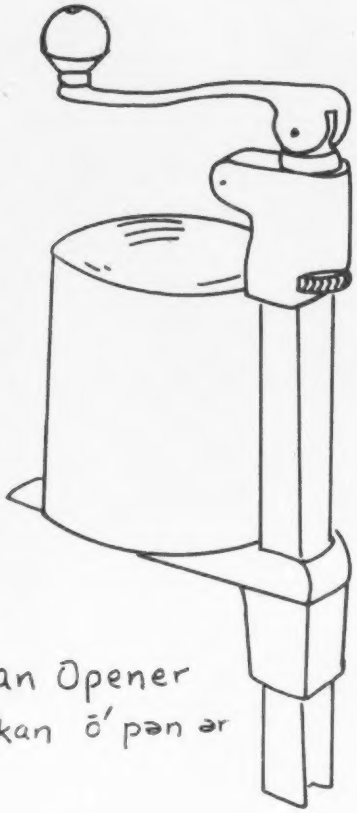
5. Do we use one or two hands to close the sandwiches?

6. How many sandwiches do we place in each stack to be cut?

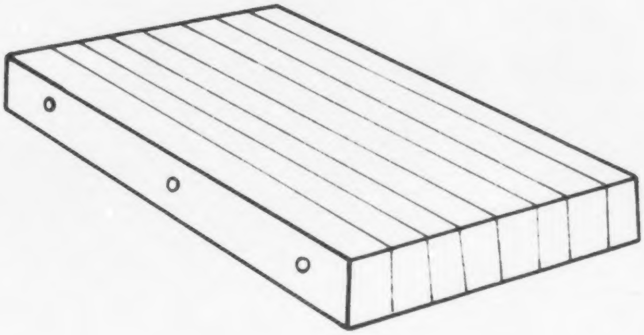
7. What do we use to wrap each sandwich?

8. Where are the sandwiches placed after all are wrapped?

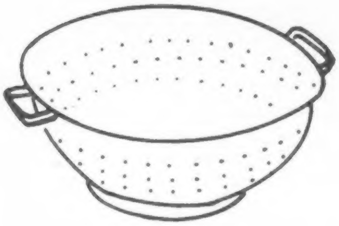
SMALL EQUIPMENT



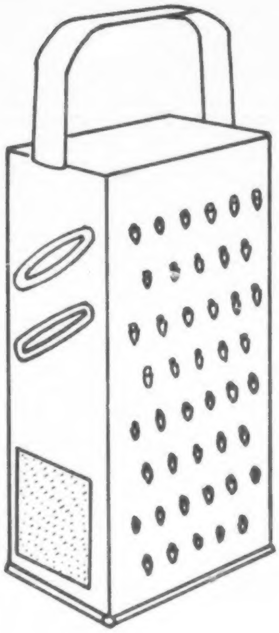
Can Opener
(kan ō' pən ər



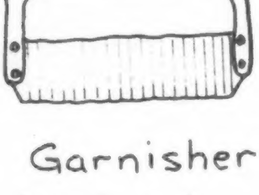
Cutting Board
(kut' ing bôrd)



Colander
(kol' ən dər)



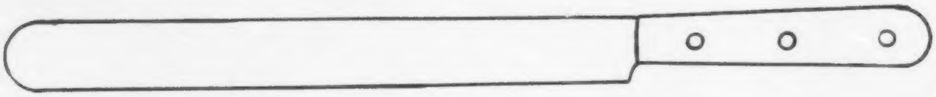
Grater
(grāt' ər)



Garnisher
(gär' nish ər)

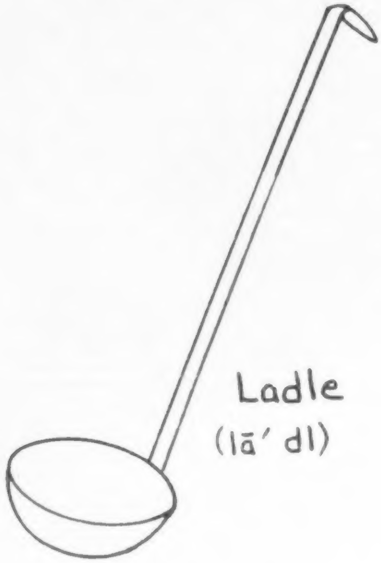
Knives (nīvz)

Paring
(pãr′ ing)

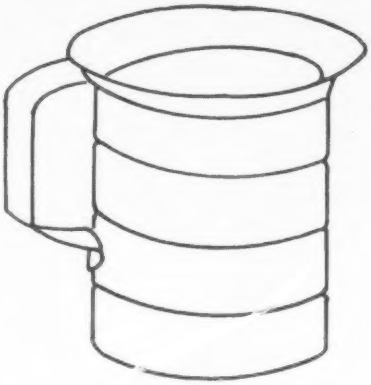


Slicer
(slīs′ ər)

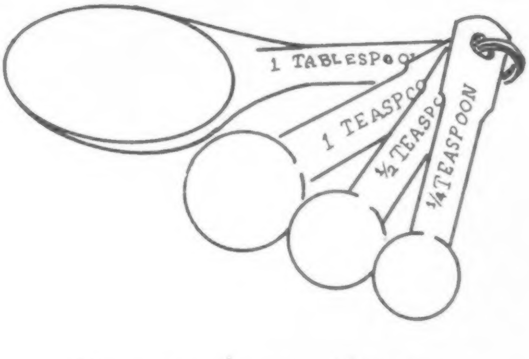
Utility
(ū til′ ə ti)



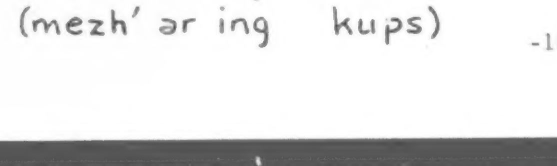
Ladle
(lā′ dl)



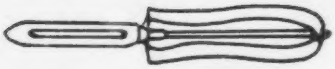
Measure
(mezh′ ər)


1 TABLESPOO
1 TEASPOO
½ TEASPO
¼ TEASPOON

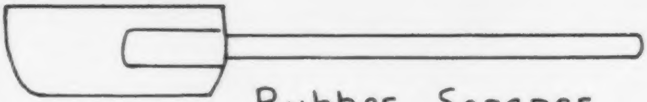
Measuring Spoons
(mezh′ ər ing spünz)



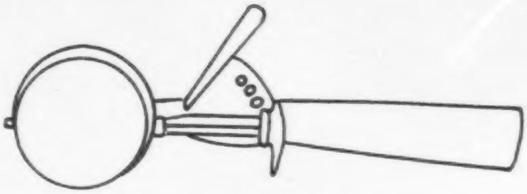
Measuring Cups
(mezh′ ər ing kups)



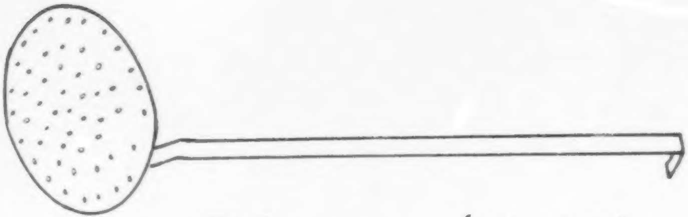
Peeler (pēl′ ər)



Rubber Scraper
(rub′ ər skrāp′ ər)

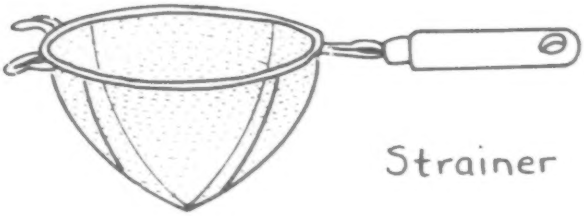


Scoop (sküp)



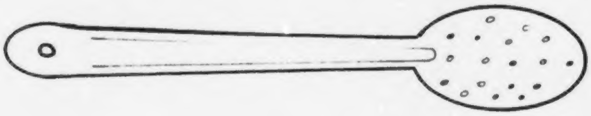
Skimmer (skim′ ər)

Spatula (spach′ ə lə)

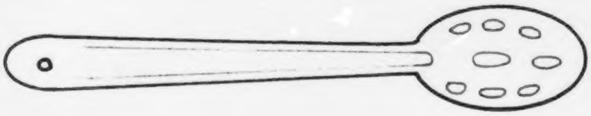


Strainer (strān′ ər)

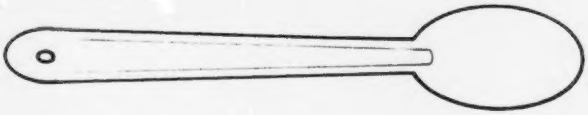
Spoons (spünz)



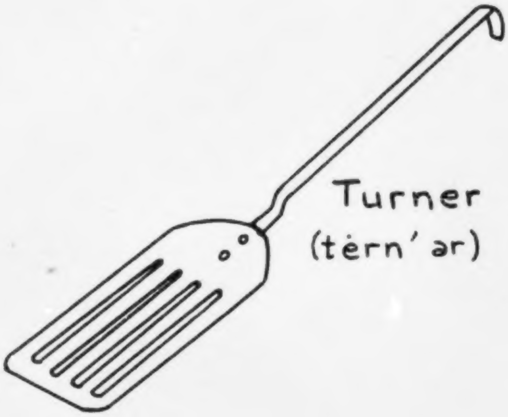
Pierced (pērst)



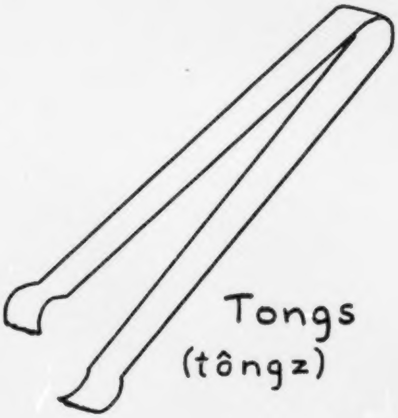
Slotted (slot' əd)



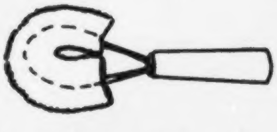
Solid (sol' id)



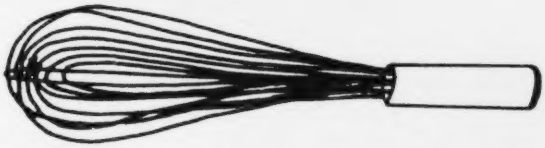
Turner (tėrn' ər)



Tongs (tôngz)



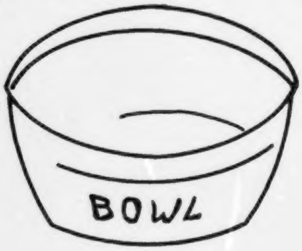
Vegetable Brush (vej' tə bl brush)



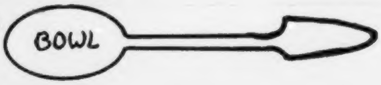
Wire Whip (wīr hwip)

VOCABULARY

abbreviation (ə brē vi ā' shən)	- a short way to write a word.
amount (ə mount')	- how much of something.
apron (ā' prən)	- something you wear over your uniform to keep it clean.
area (ãr' ē ə)	- a certain space in which a certain job is done.
assemble (ə sem' bl)	- put parts of things together to make a whole thing.
assembly line (ə sem' blē lin)	- a row of workers. Each worker has a certain job to do in making something.
at once (at wuns)	- right now, right away, immediately.
bacteria (bak tēr' i ə)	- another name for germs.
beater (bēt' ər)	- a tool used for fast mixing and whipping.
beverage (bev' ər ij)	- something you drink.
blade (blād)	- the part of a knife that cuts the food.
boil (boil)	- to heat a liquid until it bubbles.
bowl (1) (bōl)	- a dish used to hold food. Food can be served in a bowl.



bowl (2) bōl)	- the round part of a spoon that carries the food.



breakfast (brek' fəst)	- the meal you eat in the morning.
brick (brik)	- anything that looks like a block used in building.
bruise (brüz)	- to hurt so the skin turns dark.
bulletin board (bu̇l' ə tən bôrd)	- a special place on a wall to hold papers for everyone to look at.

C

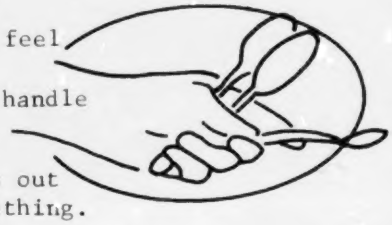
cabinet (kab' ə nit)	-	a closet with shelves in it. Food and things used in the dining room are kept in a cabinet.
carefully (kãr' fəl i)	-	watching what you are doing, so you will not get hurt.
careless (kãr' lis)	-	not watching out; not careful.
cart (kärt)	-	a table on wheels; it is used to carry things.
centerpiece (sen' tər pēs')	-	something placed in the center (middle) of a dining table to make it look nice.
certain (1) (sėr' tən)	-	very, very sure.
certain (2) (sėr' tən)	-	some special ones but not all. Certain foods are kept in the refrigerator.
cheerful (chēr' fəl)	-	smiling, glad, happy.
chill (chil)	-	to make cold.
citrus (sit' rəs)	-	a certain kind of fruit -- like grapefruit, oranges, lemons, and tangerines.
cleanliness (klen' li nis)	-	being clean.
colander (kol' ən dər)	-	a bowl with many small holes in it.
coleslaw (kōl' slô')	-	a salad made from raw cabbage.
condiment (kon' də mənt)	-	something that gives more flavor to food.
constantly (kon' stənt li)	-	all the time, without stopping.
container (kən tān' ər)	-	a box, can, jar or anything used to hold things.
continue (kən tin' ū)	-	to go on with what you are doing; keep doing something.
Cook (ku̇k)	-	the person in the kitchen who prepares all meats, vegetables, and other foods.
counter (koun' tər)	-	a long table.
cover (kuv' ər)	-	all the dishes, glassware, flatware, and napkin used by one person at the table.
crisp (krisp)	-	hard, fresh, easy to break.

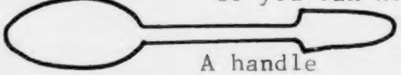
crumb (1) (krum)	a very small piece of bread, cake or other food.
crumb (2) (krum)	to clean up bits of food left on the table.
crust (krust)	the baked outside part of a pie.
cupboard (kub' ərd)	a closet or cabinet with shelves in it.
damage (dam ij)	to hurt or spoil something.
damp (damp)	just a little wet.
danger (dān' jər)	something that is not safe; something that can harm or hurt.
deodorant (dē ō' dər ənt)	a spray or cream used to stop body odor (bad smell).
dessert (di zėrt')	something that is served at the end of a meal.
detergent (di tér' jənt)	a powder that is like soap and is used for cleaning.
dial (dī' əl)	a round, flat plate with marks on it and a pointer. You can make things bigger or smaller by moving the pointer.
dining room (dīn' ing rüm)	a place where food is served and eaten.
dinner (din' ər)	the biggest meal of the day.
directions (də rek' shənz)	a telling how to do something.
discolored (dis kul' ərd)	having the color changed or spoiled.
dissolve (di zolv')	to make a powder melt into a liquid.
divide (də vīd')	to cut something into small parts.
drain (drān)	to let all the liquid run off.
dressing (dres' ing)	a liquid food or food-mixture that is added to a salad to give extra flavor.
dry (drī)	not wet or sticky.

E F

edge (ej)	- the side or place where something ends.
equal (ē' kwəl)	- the same.
equipment (i kwip' mənt)	- machines and tools you use to do your work.
equivalents (i kwiv' ə lənts)	- equal things; different ways to get the same amount of something.
even (ē' vən)	- together all the way, keeping the same way.
exactly (eg zakt' li)	- perfectly or just right.
extra (eks' trə)	- more than you need; left over.
faucet (fô' sit)	- place where you can get water. You turn a faucet on and off.
feed grip (fēd' grip')	- a thing that holds something very tight and pushes it (feeds it) into a machine.
filling (fil' ing)	- a food like meat, cheese or egg salad used in a sandwich.
finish (fin' ish)	- to get to the end.
firm (fėrm)	- not liquid and not too soft.
flatware (flat' wãr)	- all the knives, forks, and spoons used at the table.
flavor (flā' vər)	- the taste.
flavoring (flāv' ər ing)	- something you mix into food to give it a special taste.
fold (fōld)	- to lay one part over another.
food chopper (füd chop' ər)	- a machine that cuts food into small pieces.
food slicer (füd slīs' ər)	- a machine used to cut meat, cheese, and other foods into slices.
freezer (frēz' ər)	- a box that keeps food so cold that the food becomes hard.
fresh (fresh)	- new, not cooked.
frosting (frôst' ing)	- the sweet mixture spread on a cake.
fruit (früt)	- the part of certain plants that you can eat.

furniture (fėr' nə chər)	- tables and chairs and other things we need to sit on and work on.
garbage (gär' bij)	- things to throw away.
gelatin (jel' ə tən)	- a dessert made from a special powder.
germ (jėrm)	- a very small plant or animal. It is so small it cannot be seen with your eyes.
glassware (glas' wãr)	- all the glasses used at the table.
glove (gluv)	- a covering for the hand.
greens (grēnz)	- leaves and stems of plants used for food. All greens are vegetables.
guess (ges)	- to think something may be right but not to know it is right.
guest (gest)	- a person who comes to the dining room to eat.
hairnet (hãr' net)	- a net you wear over your hair.
handle (1) (hand' dl)	- to hold or touch or feel something.
handle (2) hand' dl)	- the part that sticks out so you can hold something.

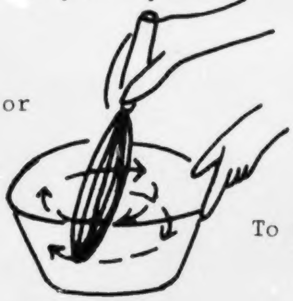

To handle


A handle

heat (hēt)	- to make something warm or hot.
how (hou)	- in what way (a thing is done).
inch (inch)	- a certain space. one inch
individual (in' də vij' ü əl)	- for one only.
ingredient (in grē'di ənt)	- a food used in a recipe.
job (job)	- some part of the work that must be done.

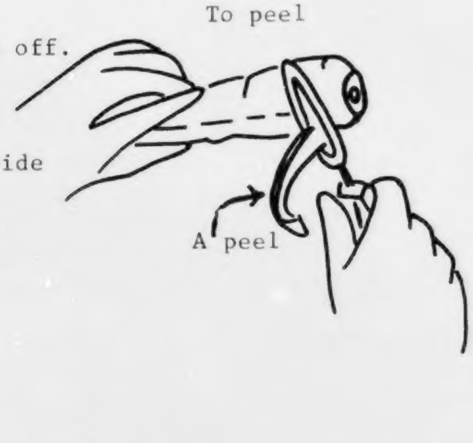
K
L
M

kitchen (kich' ən)	a place where food is cooked.
lay (lā)	to place or to set down.
level (lev' l)	flat, even; to make flat.
lift (lift)	to move from a low place to a higher place.
limp (limp)	soft and hanging down.
liquid (lik' wid)	anything that flows or pours; anything wet.
load (lōd)	the thing you are carrying; something heavy.
lumpy (lum' pi)	with hard bits in it.
lunch (lunch)	a light meal you eat at noon.
machine (mə shen')	something that has different parts, and the parts act together to do work for us.
main course (mān kôrs)	the biggest part of a meal.
makeup (māk' up)	powder, lipstick, and other things you put on your face.
margarine (mär' jə rin)	a food made of fats and vegetable oils. It may be used instead of butter.
mark (märk)	to show the right place with a line.
measurement (mezh' ər mənt)	finding the size or how much there is of something.
medium (mēd' i əm)	not very long and not very short — in the middle.
menu (men' ū)	a list of foods to be served at one meal.
metal (met' l)	smooth and shiny, like tin; not glass, paper, wood, or plastic.
microscope (mī' krə skōp)	a tool used to see very, very small things that cannot be seen with your eyes.
mix (1) (miks)	to put together or stir together.



To mix

mix (2) (miks)	- a dry powder that comes in a package.
mixer (mik' sər)	- a machine used for mixing, beating, and whipping food.
mixture (miks' chər)	- two or more things mixed together.
moderate (mod' ər it)	- not too fast and not too slow.
moist (moist)	- just a little wet; damp.
motor (mō' tər)	- the thing that makes a machine go.
napkin (nap' kin)	- a piece of cloth or paper you use to keep your mouth clean while you eat.
near (nēr)	- not far away.
neat (nēt)	- smooth and clean and even.
order (ôr' dər)	- the way one thing follows another.
orderly (ôr' dər li)	- neat, with everything in its place.
package (pak' ij)	- something wrapped and tied or sealed.
pare (pãr)	- to peel, cut away a small part.
pat (pat)	- a small square of butter.
peel (1) (pēl)	- to take the skin off.
peel (2) (pēl)	- the skin or outside of something.



PQR

peg (peg) - a small piece of metal that sticks out. A peg is used to hang things on or put things together.

personal (pėr' sən əl) - for you yourself.

pierced (pērst) - with little round holes in it.

place (plās) - to put something in the right way.

plastic (plas' tik) - something that things are made of. It is smooth, and softer than metal.

plastic film (plas' tik film) - very thin, clear wrap used for covering food.

polish (pol' ish) - to make shiny.

portion (pôr' shən) - to divide food into parts; to put food into dishes for each person.

posture (pos' chər) - the way you stand and sit.

pot holder (pot hōl' dər) - a pad made of cloths sewed together. Use a pot holder to pick up hot pots.

poultry (pōl' tri) - foods like chicken and turkey.

preparation (prep' ə rā' shən) - preparing or making something.

prepare (pri pãr') - to make food ready for people to eat.

proper (prop' ər) - right, correct; not wrong.

protect (prə tekt') - keep from harm.

pudding (pu̇d' ing) - a soft, sweet cooked dessert.

quickly (kwik' li) - fast.

rack (rak) - a small open shelf to put things on.

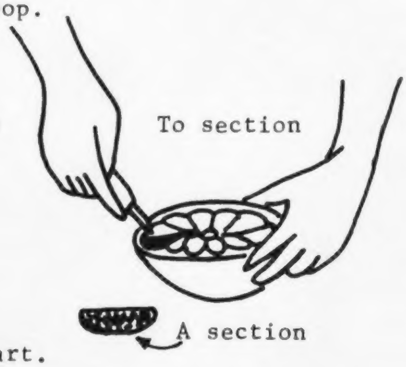
raw (rô) - not cooked.

reach (rēch) - stretch out the hand and arm; to get at something that is high or far away.

recipe (res' ə pē) - the way to make something to eat.

refill (rē fil') - to fill again.

refrigerate (ri frij' ər āt)	-	to keep cool in a refrigerator.
refrigerator (ri frij' ər ā' tər)	-	a box to keep things cold.
relish (rel' ish)	-	a food served with other foods to add color and flavor.
remove (ri müv')	-	to take off or take away.
ring (ring)	-	anything round; a circle.
rinse (rins)	-	to wash with water but no soap.
root (rüt)	-	the part of a plant that grows down into the ground and holds the plant in place.
safety (sāf' tē)	-	carefulness for yourself and others; being safe; not getting hurt; no danger.
salad (sal' əd)	-	a food, usually cold, that adds flavor and color to a meal.
sandwich (sand' wich)	-	two or more slices of bread with meat, cheese, or other food between them.
save (sāv)	-	to not use too much of something; to not waste something.
scale (skāl)	-	a piece of equipment used to find out how heavy something is.
schedule (skej' ül)	-	a list.
scoopful (sküp' ful)	-	enough to fill a scoop.
scrape (skrāp)	-	to clean off.
section (1) (sek' shən)	-	to cut into sections or small pieces.
section (2) (sek' shən)	-	a small piece of citrus fruit.
separate (sep' ə rāt)	-	to take something apart.
serve (sėrv)	-	to put food on the table for someone to eat.



S

serving dishes (sėrv' ing dish' əs) - platters and bowls. You bring some foods to the table in serving dishes.

set (set) - to become firm.

shelves (shelvz) - thin flat things in cabinets and refrigerators to put things on.

shred (shred) - to cut into small, narrow pieces.

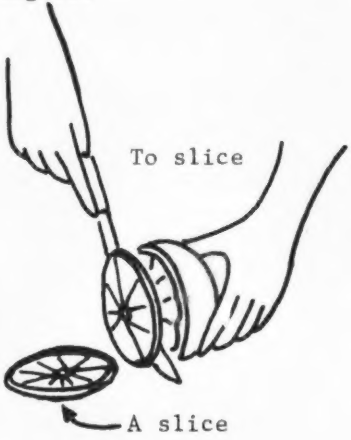
silverware (sil' vər wãr) - another name for flatware.

simple (sim' pl) - plain and easy to make.

size (sīz) - how big or small something is.

slice (1) (slīs) - a thin, flat piece cut from something.

slice (2) (slīs) - to cut into thin, flat pieces.



slide (slīd) - to push smoothly along without lifting.

slotted (slot' əd) - with long, narrow holes in it.

smooth (smüŦH) - without bumps or lumps.

soak (sōk) - keep in water for a long time.

soapy (sōp' ē) - filled with soap or suds.

soda (sō' də) - a white powder used in the water for cleaning refrigerators.

soggy (sog' i) - very wet, soaked.

soiled (soild) - dirty or used.

solid (sol' id) - made without any holes.

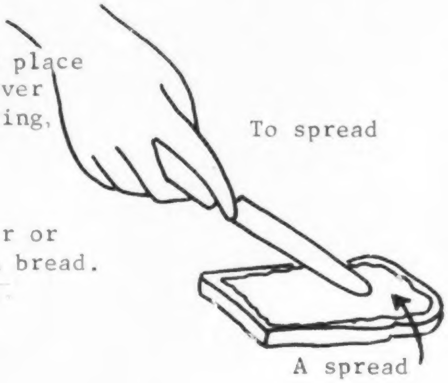
spatula (spach' ů lə) - a tool with a long blade that can bend.

speed (spēd) - how fast or how slow something goes.

spills (spilz) - wet things dropped on the floor.

spread (1) (spred) - to carry from one place to another; to cover with a thin covering, like butter.

spread (2) (spred) - a food like butter or margarine used on bread.



stack (1) (stak) - to place one thing on top of another.

stack (2) (stak) - a neat pile with one thing on top of another.

stalk (stôk) - stem.

starches (stärch' əs) - foods like potatoes, noodles, and rice.

steady (sted' i) - without shaking, without moving much.

steam (stēm) - water as a gas. This happens when water boils.

steam kettle (stēm' ket' l) - a large pot used for cooking and heating foods.

step (step) - something you do in a certain order.

stockings (stok' ingz) - clothes for your feet and legs.

store (stôr) - to put away until it is needed.

storeroom (stôr' rüm) - a room where things are kept until they are needed.

straight (strāt) - not bent, not crooked.

straighten (strāt' ən) - to put things right.

stringy (string' ē) - having hard parts that look like strings.

supper (sup' ər) - a light meal you eat in the evening.

supplies (sə plīz')	- things needed to do our work in the dining room.
switch (swich)	- a thing used to turn a machine on and off.
temperature (tem' pər ə chər)	- how hot or how cold something is.
texture (teks' chər)	- how something feels when you touch it or eat it -- soft, firm, or crisp.
thicken (thik' ən)	- to become more firm and less liquid.
thoroughly (thėr' ō li)	- very well; as much as is needed.
through (thrü)	- all the way to the bottom, or from one end to another.
tight (tīt)	- very close, so it will not get loose.
tines (tīnz)	- the part of a fork you use to put food in your mouth.
tissue (tish' ü)	- a very thin paper.
toaster (tōs' tər)	- a machine used to toast bread.
tool (tül)	- a thing you use in doing work. Large spoons, scoops, and ladles are kitchen tools.
toothpick (tüth' pik)	- a small, pointed piece of wood.
topping (top' ing)	- something extra that goes on top of a dessert.
toss (tôs)	- to mix lightly.
toward (tôrd)	- near or facing something.
twist (twist)	- to turn around unevenly — one part more than another.
underclothes (un' dər klōz)	- clothes you wear under your dress or uniform.
uniform (ū' nə fôrm)	- clothing you wear only at work.
upset (up set')	- to turn something over, knock it down.
utility (ū til' ə ti)	- usefulness. A utility knife can be used for many different things.

vanilla (və nil'ə)	a flavoring made from the beans of the vanilla plant.
vegetable (vej' tə bl)	a plant or part of a plant used for food.
visit (viz' it)	talk with.
waste (wāst)	to make poor use of.
wax paper (waks pā' pər)	a thin paper with a shiny side.
wedge (wej)	something that is wide along one side and comes to an edge on the other side.
whip (hwip)	a tool to stir and beat food.
whipped cream (hwipt krēm)	cream that has been beaten a lot with a beater to make it thick.
wire (wīr)	a stiff thread made of wire.
work schedule (wėrk skej' ül)	a list of work that must be done and who will do each job.
wrap (1) (rap)	to cover a thing up by folding something around it.
wrap (2) (rap)	a tight covering.
yield (yēld)	how much of a certain food you will have when it is ready to serve.

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ACHIEVEMENT TEST

UNIT I - THE FOOD SERVICE WORKER

True - False

1. ______ A Food Service Worker helps make and serve food.
2. ______ Food is prepared in the dining room.
3. ______ A uniform is a dress you wear only at work.
4. ______ You must always wear a hairnet while working.
5. ______ An apron will not help to keep your uniform clean.
6. ______ We must be neat and clean workers.
7. ______ Germs can be spread to other people.
8. ______ Bacteria is another name for germs.
9. ______ You do not need to wash your hands before you begin working.
10. ______ You should fill the sink with water to wash your hands.
11. ______ Use a paper towel to dry your hands.
12. ______ Personal cleanliness is being clean yourself.
13. ______ You can wear all kinds of jewelry at work.
14. ______ Your hair should not touch the collar of your uniform.
15. ______ You should wear fingernail polish and long fingernails when working in food service.
16. ______ You may chew gum while you are working.
17. ______ You should use paper tissues to catch sneezes or coughs.
18. ______ Coughing and sneezing spread germs.

ACHIEVEMENT TEST

UNIT II - THE DINING ROOM

Match the following:

1. ____ Saucer
2. ____ Dessert dish
3. ____ Platter
4. ____ Glassware
5. ____ Handle
6. ____ Flatware
7. ____ Serving spoon
8. ____ Tines
9. ____ Blade
10. ____ Napkin
11. ____ Menu
12. ____ Work schedule
13. ____ Cover
14. ____ Cart
15. ____ Centerpiece
16. ____ Waste
17. ____ 1 inch
18. ____ fold

a. A very large plate used to bring meat to the table.
b. The part of a knife used for cutting.
c. A list of work that must be done and who will do the work.
d. A small plate that holds a cup.
e. A table on wheels used to carry things.
f. To hold or touch something when you are working.
g. The space between the edge of the table and the plates and flatware.
h. A piece of paper or cloth used to wipe your mouth.
i. All the glasses used at the table.
j. Something placed in the middle of a dining table to make it look nice.
k. To lay one part over another.
l. Also called a vegetable dish.
m. A list of foods to be served at one meal.
n. Poor use of time.
o. A large tablespoon.
p. All the dishes, glassware, flatware and napkin used by one person at the table.
q. The part of a fork you put in your mouth.
r. All the knives, forks, and spoons used at the table.

ACHIEVEMENT TEST

UNIT III - THE KITCHEN

Fill in the blanks. Use these words:

safety
Food Service Worker
broom
soapy
hot
cold
pot holder
Cook
large
small

1. The ______________ prepares all the meats, vegetables, and other hot foods in the kitchen.
2. The ____________ ____________ ____________ helps the Cook prepare food.
3. ______________ foods are foods prepared by the Cook and served hot.
4. ______________ foods do not need to be heated.
5. ______________ equipment are machines used to make work easier.
6. ______________ equipment are tools we use in food service.
7. ______________ is carefulness for yourself and others while you work.
8. Pick up broken glass with a ______________ and dust pan.
9. Never put knives in ______________ water.
10. Use a __________ __________ to handle hot dishes and pots.

ACHIEVEMENT TEST

UNIT IV - SAFETY

True - False

1. ______ Safety is carefulness for yourself and others.
2. ______ If you do not know what you are to do, you should ask.
3. ______ You should run in the kitchen to get your work done quickly.
4. ______ Walking backwards is dangerous.
5. ______ You do not have to learn how to lift or reach.
6. ______ You should use your legs, not your back, when lifting.
7. ______ Lifting the wrong way can hurt your back.
8. ______ Carry as much as you can at one time.
9. ______ It does not matter if you cannot see where you are going.
10. ______ When turning, twist your body.
11. ______ The best way to move a cart is to pull it.
12. ______ To pull something, bend toward it from the waist.
13. ______ Bend at your waist to pick something up from the floor.
14. ______ Always look where you are going.
15. ______ It is all right to leave sharp tools lying around.
16. ______ Always wipe up spills at once.
17. ______ Paper and food to be thrown away should be put in the same garbage can.

ACHIEVEMENT TEST

UNIT V - FOOD PORTIONING

Write in the tool you use to portion each food.

Ladle
Scoop
Skimmer
Slotted spoon
Solid spoon
Spatula
Tongs
None of these

1. ____________ Gelatin
2. ____________ Lemon pie
3. ____________ Canned peaches
4. ____________ Oranges
5. ____________ Plain pudding
6. ____________ Chocolate cake
7. ____________ Applesauce
8. ____________ Apple pie
9. ____________ Cherry crisp
10. ____________ Raw apples
11. ____________ Tapioca pudding
12. ____________ Cherries
13. ____________ Celery sticks
14. ____________ Individual bowls of tossed salad
15. ____________ Large bowls of tossed salad
16. ____________ Olives
17. ____________ Coleslaw
18. ____________ Bread (slices)
19. ____________ Rolls

ACHIEVEMENT TEST

UNIT VI - MEAL SERVICE

Fill in the blanks.

1. Serve all food from the ______________ side.
2. Use your ______________ hand to serve the food.
3. Serve all beverages from the ______________ side.
4. Use your ______________ hand to serve the beverages.
5. Hold the coffee pot in your ______________ hand when filling the cups.
6. The coffee cup should be on the ______________ side when it is filled.
7. Hold a ______________ in your left hand to catch any drips from the coffee pot.
8. Remove the serving dishes ______________.
9. Remove the serving dishes with your ______________ hand.
10. Serve the dessert from the ______________ side with your ______________ hand.
11. Leave the ______________ on the table until the guests have left the dining room.
12. Scrape the dishes in the ______________.
13. Be ______________ to get anything a guest needs.
14. ______________ service is when the Food Service Worker brings the guest's plate from the kitchen.
15. ______________ style service is when platters and bowls are placed on the table. Each guest serves himself.

ACHIEVEMENT TEST

UNIT VII - USE AND CARE OF EQUIPMENT

True - False

1. ____________ The steam kettle is used for cooking and heating food.

2. ____________ Steam is very hot gas made from water.

3. ____________ Use a large spoon to stir food in the steam kettle.

4. ____________ A walk-in refrigerator is a kind of room.

5. ____________ Trays of food are placed in the reach-in refrigerator.

6. ____________ Soap is best to clean reach-in refrigerators.

7. ____________ A mixer has only one speed for mixing.

8. ____________ You can stir in the bowl while the mixer is on.

9. ____________ A food chopper is used to make slices of food.

10. ____________ A food chopper has very sharp knives that cut the food.

11. ____________ A food slicer has a very sharp, round blade.

12. ____________ There is a dial on the food slicer to set the size of slice.

13. ____________ You do not need to use the feed grip on the slicer. It is better to use your hand.

14. ____________ You should unplug the slicer before you start to clean it.

15. ____________ The round blade on the food slicer comes off so you can wash it.

16. ____________ You do not need to put the cover over the blade when you have cleaned it.

17. ____________ The toaster does not need to heat before you use it.

18. ____________ Toast should be served hot.

ACHIEVEMENT TEST

UNIT VIII - SPECIAL HELPS FOR FOOD PREPARATION

Match the following:

1. ____ Measures
2. ____ Measuring spoons
3. ____ Measuring cups
4. ____ Amount
5. ____ Recipe
6. ____ Ingredients
7. ____ Directions
8. ____ Yield
9. ____ Order
10. ____ Measurement

a. A telling how to do something.

b. Metal containers used to measure liquid foods.

c. The way to make something to eat.

d. Finding the size or how much there is of something.

e. Cups in four sizes used to measure dry foods.

f. Foods used in a recipe.

g. The way one thing follows another.

h. How much of something.

i. How much of a certain food you will have when it is ready to serve.

j. Spoons in four sizes used to measure liquid and dry ingredients.

ABBREVIATIONS:

1. teaspoon ______
2. tablespoon ______
3. pint ______
4. quart ______
5. gallon ______
6. pound ______
7. ounce ______
8. number ______

EQUIVALENTS:

1. 1 tablespoon = ____ teaspoons
2. 1 cup = ____ tablespoons
3. 1 pint = ____ cups
4. 1 quart = ____ cups
5. 1 cup = ____ ounces
6. 1 pound = ____ ounces
7. 1 dozen = ____

ACHIEVEMENT TEST

UNIT IX - DESSERT PREPARATION

True - False

1. ______ A dessert is served at the beginning of a meal.
2. ______ To boil is to heat a liquid until it bubbles.
3. ______ To dissolve gelatin we add cold water.
4. ______ Gelatin does not need to be put in the refrigerator.
5. ______ Pudding is made from a mix that comes in a package.
6. ______ We make pudding in the steam kettle.
7. ______ It is not important to stir the pudding.
8. ______ Cream must be cold to make whipped cream.
9. ______ You can whip cream too much.
10. ______ All fruit should be washed.
11. ______ Peeled fruit does not turn dark.
12. ______ Lemon juice will keep fruit from turning dark.
13. ______ A slice is a thick, round piece of something.
14. ______ A dull knife will cut like a sharp knife.
15. ______ If you drop fruit, it may get bruised.

ACHIEVEMENT TEST

UNIT X - SALAD PREPARATION

Use these words where they fit in the 10 sentences below.

relish
crisp
raw
coleslaw
toss
greens
bite-size
cool
salad
torn

1. A ____________ is a food served cold with a dressing.
2. The size of pieces in a salad should be ____________.
3. To ____________ is to mix lightly.
4. A ____________ is a kind of salad that is served with other foods to add color and flavor.
5. Salads should be kept in the refrigerator, so they will be ____________.
6. ____________ are leaves and stems of plants used for food.
7. Wash salad ingredients in ____________ water.
8. Salad greens should be ____________, not cut.
9. A ____________ vegetable is one that has not been cooked.
10. ____________ is a salad made from cabbage.

ACHIEVEMENT TEST

UNIT XI - SANDWICH PREPARATION

Match the following.

1. ____ Sandwich
2. ____ Spread
3. ____ Filling
4. ____ Assembly line
5. ____ Plastic film

a. A food like butter or margarine used on bread.

b. Two or more slices of bread with meat, cheese, or other food between them.

c. A very thin, clear wrap used for covering food.

d. A row of workers. Each worker has a certain job to do in making something.

e. A food like meat, cheese, or egg salad used in a sandwich.

True - False

1. ________ The spread for a sandwich should not be melted.
2. ________ You should use both hands when laying bread on large trays for sandwiches.
3. ________ A large spoon is better than a scoop for putting filling on bread.
4. ________ Use a tongs to put slices of meat and cheese on the bread.
5. ________ Place five sandwiches in a stack to be cut at one time.